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ABSTRACT

This updated curriculum planning guidebook is a resource for fire educators throughout the state of Massachusetts. It is designed to be a tool in efforts to: identify fire problems in the community; select appropriate behaviors and lessons to correct the fire problems; design fire education programs; and implement and evaluate the programs. The identification section provides information for identifying behaviors that need to be addressed in the community. The selection section describes how to conduct an inventory of the community's available resources to meet fire education needs. The design section is broken down into the categories of behaviors and resource lists, and it is divided by grades (preschool through grade 6). The implementation section explains how to produce and distribute materials, train and schedule fire educators, and obtain audience participation and cooperation. The evaluation section explains how to measure the impact of the fire education program. Three appendixes present: resources (a safety category index, behavior reference number index, and reference cards); a glossary; and information on lesson plans and lesson planning. (SM)

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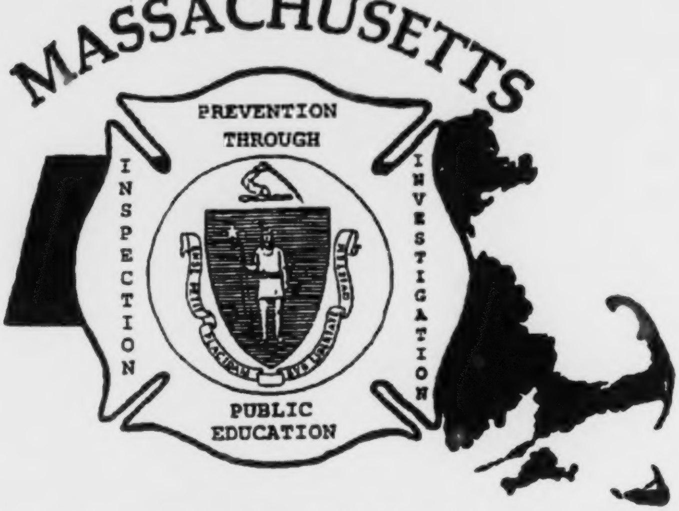

PUBLIC FIRE AND LIFE SAFETY EDUCATION TASK FORCE

"To provide leadership and advocacy for fire and life safety education within the Commonwealth of Massachusetts."

CURRICULUM PLANNING GUIDEBOOK

SECOND VERSION .... SEPTEMBER 1999

SP039552

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MASSACHUSETTS
PUBLIC
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CURRICULUM PLANNING

GUIDEBOOK
2ND VERSION

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2ND VERSION

WHAT'S NEW
IN
VERSION TWO
SEPTEMBER 1999

THE CURRICULUM COMMITTEE WANTS YOU TO KNOW THAT WE LISTENED TO YOUR COMMENTS AND RESPONDED TO THEM.

LISTED BELOW ARE SOME OF THE CHANGES WE HAVE MADE TO MAKE THIS GUIDEBOOK MORE USER FRIENDLY AND CONTEMPORARY:

- WE MADE THE TOBACCO BEHAVIORS ESSENTIAL RATHER THAN SUPPLEMENTAL.
- WE ADDED BEHAVIORS LIKE CANDLE SAFETY FOR 5TH & 6TH GRADES.
- WE REARRANGED THE WINTER SPORTS AND ICE AND WATER BEHAVIORS TO MAKE BETTER TEACHING SENSE.
- WE REVIEWED MOST OF THE BEHAVIORS TO CORRECT MINOR SPELLING AND TO ENSURE CONTINUITY AS YOU FOLLOW A BEHAVIOR THROUGH THE TARGET GROUPS.
- WE HAVE THE PAGES NUMBERED FROM THE START OF THE GUIDEBOOK, RATHER THEN BY SECTION AND UPDATED THE TABLE OF CONTENTS.
- THERE HAVE BEEN MANY ADDITIONS TO THE REFERENCE SECTION WHICH ARE CATEGORIZED BY TARGET GROUP.
- AN EXPLANATION ABOUT EDUCATION REFORM AND IT'S RELATIONSHIP TO THIS GUIDEBOOK HAS BEEN ADDED.

THE SUBCOMMITTEE HOPES THAT YOU TAKE TIME TO REVIEW THIS GUIDEBOOK, US IT IN CONJUNCTION WITH YOUR EDUCATION EFFORTS AND REPORT BACK TO US ANY SUCCESSES OR FAILURES.

CHAIRPERSON
LT. ERIC HUBLER, CFI

SECOND VERSION

SEPTEMBER 1999

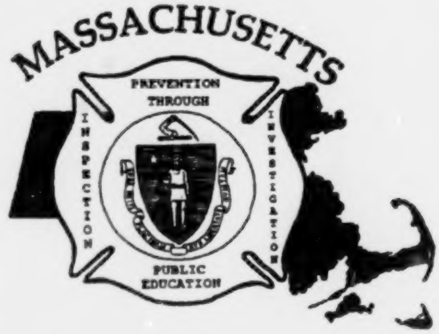
THE MASSACHUSETTS PUBLIC FIRE AND LIFE SAFETY EDUCATION TASK FORCE
IS PROUD TO RE-INTRODUCE THIS GUIDEBOOK WITH IT'S SECOND VERSION.
OUR FIRST VERSION WAS PRINTED SEPTEMBER 1997.
AS WITH THE FIRST ADDITION, WE ARE SEEKING CONSTRUCTIVE CRITICISM FROM PUBLIC EDUCATORS FROM WITHIN AND OUTSIDE THE FIRE SERVICE.

THE STATE FIRE MARSHAL
CONVENED A TASK FORCE IN 1993 TO ADDRESS THE PUBLIC FIRE EDUCATION NEEDS OF THE COMMONWEALTH, IN RESPONSE TO THE EDUCATION REFORM ACT AND THE GROWING NEED TO BECOME CONSISTENT WITH SAFETY EDUCATION.

THAT TASK FORCE ADOPTED
THIS MISSION STATEMENT:

PUBLIC FIRE AND LIFE SAFETY EDUCATION TASK FORCE
"To provide leadership and advocacy for fire and life safety education within the Commonwealth of Massachusetts."

THE TASK FORCE RECENTLY ADOPTED
THIS LOGO FOR USE IN THIS GUIDEBOOK:



THIS GUIDEBOOK WAS CREATED AS ONE OF THE GOALS
OF THE TASK FORCE.
THE CURRICULUM SUBCOMMITTEE
ADOPTED THIS MISSION STATEMENT:

"THE TASK FORCE CREATED THIS GUIDEBOOK AS A RESOURCE FOR FIRE EDUCATORS TO HELP ACCOMPLISH OUR GOAL OF RAISING A FIRE SAFE GENERATION OF CITIZENS IN MASSACHUSETTS"

DEDICATION

AS CHAIRMAN OF THE CURRICULUM SUB COMMITTEE OF THE STATE FIRE
MARSHAL'S TASK FORCE ON PUBLIC FIRE AND LIFE SAFETY EDUCATION
I WOULD LIKE TO DEDICATE VERSION TWO OF THE GUIDEBOOK TO:

MY NEW WIFE,
DEBBIE

AND OUR CHILDREN,
KATIE, JILLIAN, JILLIAN, MEAGHAN, CHRISTINE & ROBERT

AND TO MY NEW BOSS,
CHIEF HAROLD BRUNELLE

FOR THEIR PATIENCE AND UNDERSTANDING
AND ALLOWING ME THE TIME TO PUT THIS GUIDEBOOK TOGETHER

A SPECIAL THANKS TO

THE MEMBERS OF THE CURRICULUM SUB-COMMITTEE
FOR DEDICATING THEIR VALUABLE TIME AND EXPERTISE , ESPECIALLY TO

JENNIFER MIETH,
PUBLIC EDUCATION MANAGER FOR THE DEPT. OF FIRE SERVICES
FOR HER INSIGHT, DIRECTION AND LEADERSHIP

AND TO
HENRY F. MORLOCK
FOR PRINTING THE NUMEROUS DRAFT COPIES OF THIS GUIDEBOOK

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION
CURRICULUM PLANNING GUIDEBOOK ©

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INTRODUCTION

IT IS WITH GREAT PLEASURE THAT **THE STATE FIRE MARSHAL'S TASK FORCE ON PUBLIC FIRE AND LIFE SAFETY EDUCATION** CAN OFFER THIS **CURRICULUM PLANNING GUIDEBOOK** TO THE PEOPLE CONDUCTING FIRE EDUCATION THROUGHOUT THE COMMONWEALTH. WE BELIEVE THAT THIS GUIDEBOOK WILL BE A VALUABLE TOOL TO BE USED IN YOUR EFFORTS TO **IDENTIFY** THE FIRE PROBLEMS IN YOUR COMMUNITY, **SELECT** THE APPROPRIATE BEHAVIORS AND LESSONS TO CORRECT THE FIRE PROBLEMS, **DESIGN** THE PROGRAMS AND THEN **IMPLEMENT** AND **EVALUATE** TO ENSURE THAT YOU HAVE BEEN SUCCESSFUL IN YOUR EFFORTS.

IN 1994, **THE CURRICULUM SUB COMMITTEE** SET OUT TO CREATE OR ADOPT A CURRICULUM FOR ELEMENTARY SCHOOL AGED CHILDREN IN AN EFFORT TO BE CONSISTENT WITH THE FIRE SAFETY MESSAGES BEING TAUGHT, AS A RESULT OF **THE EDUCATION REFORM ACT** WHICH CALLS FOR FIRE SAFETY EDUCATION IN THE CLASS ROOM. IT WAS DECIDED THAT WE FIRST SEE WHAT THE OTHER STATES IN THE COUNTRY HAD DONE FOR A CURRICULUM.

OF THE STATES THAT REPORTED BACK, ONLY **EIGHT** STATES HAD A CURRICULUM. MOST OF THOSE HAD ADOPTED THE **LEARN NOT TO BURN PROGRAM ®**. OTHERS HAD CREATED CURRICULA THAT TARGETED ONLY CERTAIN AGE GROUPS. WE ALSO NOTED DURING OUR REVIEW THAT SOME INFORMATION IN THE DIFFERENT CURRICULA HAD BECOME OUTDATED AFTER SHORT PERIODS OF TIME.

WE FELT THAT KEEPING OUR OWN CURRICULUM CURRENT WOULD BE VERY BURDENSOME FOR THIS ALL VOLUNTEER COMMITTEE. IN ADDITION, THE COST OF CONSTANT REPRINTINGS AND DISTRIBUTION WOULD BE EXTREMELY EXPENSIVE.

TAKING ALL THIS INFORMATION TOGETHER, THE COMMITTEE DETERMINED THAT WE COULD DEVELOP A GUIDE BOOK RATHER THAN A CURRICULUM. THE GUIDE BOOK WOULD HAVE THE **KEY BEHAVIORS** ON ISSUES OF FIRE AND LIFE SAFETY THAT WE FEEL ARE IMPORTANT TO TEACH AND INCLUDE SPECIFIC **TARGET GROUPS** TO WHOM THE BEHAVIORS SHOULD BE TAUGHT. IN ADDITION, EACH BEHAVIOR HAS CERTAIN **LESSONS** THAT WE FEEL ARE IMPORTANT TO GET ACROSS. THEN IF THERE ARE **EXISTING PROGRAMS** AVAILABLE THAT RELATE TO THE TEACHING OF THE BEHAVIORS THEY WILL BE REFERENCED. ALTHOUGH ALL THE INFORMATION WE ARE GATHERING IS ON SEPARATE DATABASES, WE HAVE MADE THEM RELATIONAL AND THEY COME TOGETHER IN A **RECIPE CARD FORMAT** ALONG WITH A **DEVELOPMENTAL INFORMATION** DATABASE FOR EACH TARGET GROUP.

WE HOPE THAT THIS GUIDEBOOK WILL BE A VALUABLE TOOL IN THE DEVELOPMENT OF YOUR FIRE AND LIFE SAFETY EDUCATION PROGRAMS.

EDUCATION REFORM

Education reform in Massachusetts in the 1990s is designed to assist schools by setting uniform, statewide standards on what should be taught by certain grade levels and methods of evaluating whether or not those standards have been met.

In order for fire educators to work with schools effectively, they need to understand what education reform is about, how it impacts teachers and principals, and how to "sell" the fire educator's ability to work with them reach *their* goals and objectives. In order to do that in any meaningful way, the fire educator must first speak the language of schools and know what they are being asked to do.

The Department of Education is directed by the Education Reform Act to develop a *Common Core of Learning* and subject matter *curriculum frameworks* that establish what students must learn and by what grade level. The department is also required to establish tests to see if the students have learned what they need to at certain milestones. The evaluation instrument is known as the MCAS (Mass. Comprehensive Assessment System) Tests.

In addition, there are regulations governing how many minutes of instruction in each core subject matter must take place. This *time on task, or time and need*, makes teachers and principals jealously guard each minute of classroom instruction.

MGL c 71 sl requires the teaching of fire safety, burn safety, first aid and CPR as part of the comprehensive health curriculum. This is one area where fire educators can assist the schools in accomplishing their mission without taking time away from teaching core subjects. Health is a core subject. Although the Health Curriculum Framework is undergoing revision, the fundamental guiding principles and health and safety strands in both the existing and draft new frameworks are fairly consistent. Fire and life safety has an important role here. Teaching students about avoiding injuries is teaching students to make informed and responsible decisions about their health and self-management, a goal of the health curriculum.

In addition, fire and life safety education can assist schools to implement the *common core of learning*. Some of the objectives of the common core of learning that teaching fire and life safety can assist with are:

- Students are in school ready to study and learn.
- Students recognize the importance of education throughout their lives.
- Educators provide opportunities for students to learn and apply knowledge in everyday situations and assist students in developing good work and study habits to prepare them for the transition to the world of work.
- Communities and the Commonwealth fulfill their joint obligation to support public schools, libraries, and other education resources and services for children at a level and with a commitment to ensure equal education opportunities.

For more information about these documents, go to the Dept. of Education webpage at http://www.doe.mass.edu. Clicking on *Administrator* will get you to the common core of learning and the curriculum frameworks.

HOW TO USE THIS HANDBOOK

THIS CURRICULUM PLANNING GUIDEBOOK HAS BEEN CREATED AS A TOOL TO ASSIST YOU IN PUTTING TOGETHER YOUR OWN FIRE AND LIFE SAFETY PROGRAMS WITHIN YOUR COMMUNITY. IT WILL ALSO GIVE DIRECTION TO THOSE PROGRAMS THAT ALREADY EXIST.

THERE ARE FIVE MAIN SECTIONS OF THIS GUIDEBOOK TO ASSIST YOU IN YOUR EFFORTS. AN INDEPTH DISCUSSION OF THESE CATEGORIES CAN BE FOUND IN THE INTERNATIONAL FIRE SERVICE TRAINING ASSOCIATION PUBLICATION "I.F.S.T.A. 606 ". THESE SECTIONS ARE:

IDENTIFICATION

YOU SHOULD SET OUT TO IDENTIFY THE MOST IMPORTANT FIRE PROBLEMS IN YOUR COMMUNITY. SOMETIMES THIS IS NOT EASILY DONE BECAUSE OF THE WAY THAT DIFFERENT FIRE INCIDENTS ARE RECORDED AND FILED.FOR THOSE COMMUNITIES THAT ARE COMPUTERIZED, IT MAY BE AS SIMPLE AS RUNNING A SEARCH . FOR OTHER COMMUNITIES A HAND SEACH OF INCIDENT REPORTS WOULD HAVE TO BE DONE. HAVING ACCOMPLISHED IDENTIFING YOUR COMMUNITY'S FIRE PROBLEMS, YOU MUST THEN INDENTIFY WHERE IN YOUR COMMUNITY THESE PROBLEMS ARE OCCURING. THEN, BREAK DOWN THE TIME(S) OF DAY AND THEN THE VICTIMS OF THESE PROBLEMS.

ALL OF THIS INFORMATION WILL HELP YOU INENTIFY THE BEHAVIORS THAT NEED TO BE ADDRESSED IN THE PROGRAMS THAT YOU IMPLEMENT.

SELECTION

WHILE IDENTIFICATION DEFINES THE NEED FOR FIRE EDUCATION, SELECTION IS AN INVENTORY OF THE COMMUNITY'S RESOURCES AVAILABLE TO MEET THOSE NEEDS. IN OTHER WORDS DETERMINE WHO YOUR TARGET AUDIENCE WILL BE, WHAT COMMUNITY RESOURCES ARE AVAILABLE,WHAT MATERIALS ARE ALREADY AVAILABLE FOR YOUR PROGRAMS AND THEN ESTIMATE YOUR COSTS FOR ADDITIONAL SUPPORT.

DESIGN

THE DESIGN SECTION OF THIS GUIDE BOOK IS THE MOST IMPORTANT SECTION AND THEREFORE THE LARGEST. THIS IS BROKEN DOWN INTO TWO SUB CATEGORIES; BEHAVIORS AND RESOURCE LISTS.

FROM THIS SECTION YOU NEED TO DETERMINE THE MESSAGE CONTENT, THE MESSAGE FORMAT, CREATE THE COMPLETE MESSAGE FOR YOU PROGRAMS. THEN, DETERMINE THE TIME AND PLACE TO IMMPLEMENT THE PROGRAMS AND FINALLY, PUT THE PACKAGE TOGETHER.

IMPLEMENTATION

NOW IT'S TIME TO IMPLEMENT YOUR PROGRAMS. TO DO THIS YOU WILL NEED TO PRODUCE AND DISTRIBUTE MATERIALS, TRAIN AND SCHEDULE FIRE EDUCATORS AND THEN OBTAIN AUDIENCE PARTICIPATION AND COOPERATION.

THIS SECTION WILL GIVE YOU SOME DIRECTION IN HOW TO GET STARTED.

EVALUATION

THE FINAL SECTION OF THE GUIDEBOOK WILL BE HELPFUL IN MEASURING THE IMPACT OF YOUR FIRE EDUCTION PROGRAM BY TAKING YOU BACK TO IDENTIFICATION. YOU NEED TO COMPARE YOUR NEW DATA ON DEATHS, INJURIES, PROPERTY LOSS ETC.. YOU WILL ALSO COMPARE OLD AND NEW INFORMATION ON AWARENESS,KNOWLEDGE AND BEHAVIOR IN THE COMMUNITY. WE WILL HAVE SOME PRE-TEST AND POST-TEST INFORMATION AS WELL AS IDEAS ABOUT POLLING THE COMMUNITY TO DETERMINE YOUR EFFECTIVENESS.

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IDENTIFICATION

The Public Is the Fire Department's Customers

Before any program can be developed you must first decide what the goal is. You must address the needs of the customer. Your goal is to determine how best to fulfill those needs. Now it would seem that for public fire education, these questions should be easy to answer. Public fire education is important and we (the fire service) are the experts who can provide that education. This would imply that all you have to do is to show up at the schools and preach fire safety and you have met the needs of the customer. However this is not the case. There is increased competition these days for time and money for education. In order for your fire department to remain competitive in this market you must redefine how you will deliver your education program. You must answer the basic questions "what does the customer need and how can we meet those needs in the most productive manner possible?" If you are successful in answering those questions you will have designed a successful program. A sample program would be to raise the students awareness of fire safety through an increased interaction with the students in the schools. The goal might be to strengthen, through this increased awareness, public support for the fire department and its programs. The desired end result would be in the form of customer satisfaction and increased funding.

Market Research

The first step in planning any program is the **Identification** Step. It is in this step that you will begin to research the direction that your program will take. There are five areas that need to be examined. They are: 1) to **identify** who are your customers; 2) to **identify** the needs of your customers; 3) to list those programs that are currently used; 4) to **identify** current customer satisfaction with your current program; and 5) to list those programs that are not used but you decide are needed. We will now examine these areas in closer detail.

Who Are Your Customers?

The first area to **identify** is who are your customers. It is important to note that there are two types of customers, external and internal. The external customers are the citizens you serve and the public officials who control the budget or those officials whose support you require. It is the external customer to whom you will be delivering your program. The internal customer consists of those firefighters and/or teaching staff with whom you will be working. It is important to realize that their support is vital. For the purposes of this guidebook, the customers are the students you will be teaching.

IDENTIFICATION (CONTINUED)

Identify Your Students' Needs

The second area is to **identify** the needs of your students. It is here that the bulk of your research will be conducted. You must begin by evaluating your fire incident reports. These will help you determine what your fire problem is, where and when it occurs and who is affected. If your fire incident reports are computerized, compiling this data will be relatively simple. If you are not computerized, then you have to sort your fire incident reports by hand. You should group your reports by fire, medical and other calls. You can then further break these lists down to area, time of day and type of problem.

Identify Current Education Programs

The third area, is to list those programs that you are currently using. This list will be helpful in the **Selection** step.

Evaluate Current Programs

You should also review your current education program. You might find that your current fire education program needs improvement. The fourth area will be to rate current customer satisfaction or level of knowledge. This can be accomplished by using a pretest in the schools to rate student knowledge or by using a community survey to rate effectiveness of fire safety programs. If you use a pretest you must make sure that the survey is age appropriate. Good examples of pretests can be found in the Learn Not to Burn Curriculum®. The data obtained here will be used as a benchmark for the **Evaluation** step.

Identify Programs that Meet Needs

The last area is to make a list of programs you feel may meet the needs you have identified but are not currently using. It is also at this step in which programs can be combined with others or listed for possible elimination. This list will also be helpful in the **Selection** step.

At the conclusion of the **Identification** step, you will know who your customers are, what they need, and how well you are currently meeting those needs. You will also have a benchmark to use in the **Evaluation** step. You can now move on to the **Selection** step.

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CURRICULUM PLANNING GUIDEBOOK ©

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SELECTION

What came first? The chicken or the egg? **Selection** is sometimes like that question. As an educator, which comes first, the audience or the materials? A classroom teacher has his/her audience already selected, and they will remain the same for the whole school year. Once you have **identified** the fire problem or the subject you will bring to the classroom, you must then **select** the specific lessons or skills to be taught in each class visit.

For example, a fire safety educator is going to teach about fire safety. The next question to be decided is, " what should be taught ? ". Based on knowledge of the 'fire problem' or 'high risk' age group (potential victims) an audience can be **selected**, as well as the risks and hazards which affect this group.

Selecting the Key Fire Safety Behaviors

A subject should then be selected from data gathered in the **Identification** step. Let's choose burn prevention. Which lessons? Match & lighter safety? Stop-Drop & Roll? We must keep in mind also the age and ability of our students as well as our ability to maintain interest keeping the lesson challenging. If we are to select Stop-Drop and Roll, we can use an entire period to reach a pre-school or kindergarten audience on this one lesson. While addressing the older students, a fire safety educator may only need to ask the question "what do you do if your clothes catch on fire ? " to determine if they recall this behavior.

Conversely, to ask the kindergarten class to go home and create a floor plan and an elaborate E.D.I.T.H. drill for homework is beyond their capability, reasoning and above all - their interest!

The very young have a desire to be physical, to move, to play, to touch, to learn by the senses. Youngsters from pre-school to second grade learn best by doing. To teach these students you must be as much an entertainer as an instructor. Common errors with this age group are trying to cover too much material in one lesson, or trying to do a lesson too complex for their ability. The lecture format is a mistake in elementary school. A crucial point to remember is that this age group has a short attention span. That means if you cannot get your point across in twenty minutes you will soon lose their interest because they are ready to move on to something else. It is not their fault; they are kids.

If you **select** grades three through grades six for your target audience, you will find that they are very receptive and eager to interact and enter into discussions and ask and answer questions. The questions as a rule will be appropriate and sincere. An instructor for this group must maintain interesting and challenging material. A big mistake is to treat this group like babies, they are not!

SELECTION (CONTINUED)

The middle school, junior and senior high school groups are a real challenge to the visiting instructor. If you select these groups as your target audience, remember they are at an age where their hormones are screaming. They are trying to be 'cool', and they know everything - just ask them! Some of these students will try to put you on the 'spot' or to the 'test' you. Why? Because they feel it is their job. It is important to bring materials that are age/ability appropriate. You may also get favorable results by using graphic or shocking examples of the results of unsafe practices or behavior. Never spring graphic or shocking materials on anyone. Prepare the audience for what you are about to present and give them permission to look away or opt out. it is imperative to inform the teacher ahead of time when using graphic material. With these groups realism works. These kids are bombarded by the media and some may have all-too-real daily experiences.

Let's get back to that chicken and that egg. Usually the lesson is selected and then the materials are gathered, bought or made for that lesson. Sometimes a 'windfall' of teaching materials is dropped on your desk and you are politely asked to use them. For example: your Chief has received four thousand coloring or activity books about 'home safety' from a local insurance agent. Now you have your teaching materials first, and the budget, the chief and the public relations photo in the newspaper dictate they will be used! This may make you shift your target audience up or down a grade in order to use the materials and have them relevant and age appropriate. If you are in doubt about the use of some materials, you should ask a teacher with whom you feel comfortable, someone you know will be candid and honest about the materials. Even calling on a Fire and Life Safety Educator in a neighboring community may help with a problem or help you come to a decision when you need another opinion.

Most often though, your materials may be dictated by what may be available in your area, budget, or what may already have been purchased from one of the leading suppliers of fire and life safety educational materials (such as the NFPA or Syndistar or any of the other suppliers in the country.)

As a visiting instructor, remember your biggest disadvantage is that you must bring in all your materials for all of your classes that day, and transport them from class to class, upstairs and downstairs. You must also plan so you do not make the biggest boo-boo of all - 'not having enough of something'- DON'T RUN OUT! Always have extra.

What you probably will use the most are 'paper goods' such as worksheets, workbooks, and activity books. We can argue about the computer age, bytes, discs, disc drives, TV monitors and VCRs, oh boy! How about overhead and opaque projectors and slides and the like? Sure! These electronic teaching aides are wonderful for the teacher in that school or you, the use of some of these items can be a logistical nightmare!

SELECTION (CONTINUED)

Think about getting the students to the media or the media to them. Many teachers may be resistant to changing class location or showing a video. Scheduling an auditorium or the media center for a full day or two of classes may be impossible. How about arriving at a school where the TV is ready but the VCR is being repaired? Or nobody can find the extension cord? These are some of the things you must think about before you spend money for a fire education video tape.

Do not think that Murphy's Law only governs foreground operations - it can really ruin an otherwise great lesson, unless you have a backup plan! For the fire educator, or any educator for that matter, walk before you run. Keep materials simple at first. Once you get the feel for the class and you get the school routine down, then you can pick up the pace and get more creative and dazzle them with the electronic media. In a some communities, use of the electronic equipment may be a simple matter, but in a other communities or city with multi-level schools and no elevator the use of such equipment may be all but impossible.

The greatest advantage you have going for you is ... YOU. You are a firefighter. Some of these children may have never seen a real firefighter. They may have been talking about your visit for the past two weeks. Walking into that class may be the high point for their week. It certainly is a photo opportunity and cements your credibility as a real firefighter. The classroom teacher cannot possibly instruct these lessons with the experience that a firefighter brings to the class - he or she may never have felt the heat or the water spray, seen the damage and devastation that fire causes - you have, and the children know it! These youngsters may ask you questions they might never ask their teacher or their parents about their safety, but they will ask you - because you are a firefighter. You are the expert. Your knowledge, stories,and experiences are unique to our profession. That is why a firefighter can be, and should be, a most effective fire and life safety instructor!

(seen on the wall in an elementary school)

**"A hundred years from now
It will not matter
What my bank account was,
The kind of house I lived in
Or the kind of car I drove . . .
But the world may be different
Because I was important
In the life of a child."**

- author unknown

CHAPTER 1
IDENTIFICATION

CHAPTER 2
SELECTION

CHAPTER 3
DESIGN

CHAPTER 4
IMPLEMENTATION

CHAPTER 5
EVALUATION

APPENDIX A
RESOURCES

APPENDIX B
GLOSSARY

APPENDIX C
LESSON PLANS

DESIGN

This is where you put together the behaviors and lessons into a plan to reach the goals that you set through the **identification** and **selection** process. You should know that the **design** can change dramatically throughout the process of putting together your program, usually because the **implementation** process (money and scheduling) will change it. The important thing is that an initial design be done to achieve your **ideal design goals.**

Let's take a hypothetical situation. You have completed the **identification** process and determined that: people in your community are dying in fires in their own homes and that, of these deaths, 1/3 are children. You have also identified that these children are not being notified in time to save themselves, or did not know enough to get out in time to save themselves.

You have also selected the first grade to target your program.

Now it is time to design or create the content of your program. We'll call it:

"Home Fire Escape".

Turn in the guidebook to the combined first and second grade behaviors and choose the behaviors that pertain to your identified problems. They would likely be:

-Behavior Ref. # **678-007 UNDERSTANDING SMOKE DETECTORS / ALARMS** and

-Behavior Ref. # **678-008 UNDERSTANDING AND PRACTICING ESCAPE PLANS** and

-Behavior Ref. # **678-009 UNDERSTANDING AND CRAWLING LOW UNDER SMOKE**

Please read these behaviors now.

Now that you have read these behaviors, you will realize that the time needed to teach one class each behavior will take 25 minutes. This maximizes the child's attention span according to the **developmental information** for this target group. You will also begin to realize that you have chosen only 3 of the 12 essential behaviors recommended for this target group. This means that there is plenty more to teach if you get the opportunity for more lessons.

Anyhow, if getting into the school is not a problem, and money is not a problem either for supplies or for paying instructors, and if time is not an issue, then you can proceed to design your ideal program for maximum impact.

DESIGN (CONTINUED)

Realizing that this is not a perfect world and that you may not get three 25 minute visits, what should you do ? Review these three behaviors and select the key elements to cover . With such a severe time restriction, you cannot cover it all well. (And remember, simply lecturing at the children will not be effective.)

One of the most sure fire methods of getting into today's classrooms is to design your lessons with an **inter-disciplinary** approach. This is a fancy phrase meaning "relate your lessons to what is already being taught in the class". Here is how it works !

You can bet that a First Grade will have the alphabet plastered all over the classroom walls, in spite of what the Fire Inspector has told the school about limiting combustible artwork on class room walls.

This is a good time to explain that if you are in the school as an educator, then educate . . . **Do not inspect, enforce or investigate while you are there to teach.** You can come back later to do that. You don't need to be invited to do those things, but you do need to be invited to teach. By all means, put out any fires out that occur while you are there.

In addition to the alphabet, you will find (almost always) a list of birthdays, art projects, vocabulary words, assignments, recent or upcoming Holidays, simple math problems (addition & subtraction) on the walls. You will also find fire exit instructions, an American Flag and several fish and mammals in tanks and cages. Colors and shapes are also a topic of study (remember that a 4 sided figure with equal sides is a square, not a tetrahedron). Besides, Fire Science would be inappropriate in the first grade beyond the lessons in Behavior Reference # **678-003 "UNDERSTANDING WHAT IS FIRE"**.

Let me elaborate on how this inter-disciplinary thing works. When you enter the class room look around the room to see what the class is working on. for example, they might be working on vocabulary words that are opposites. So, discuss escape plans using opposites, for instance, if heat and smoke go **up** in a fire then you need to get **down** low to the floor and crawl. Or, if there is a fire **inside** the house, you must get **outside** and stay outside.

Here is a another example, if fire is **hot** and water is the opposite, then water is _ _ _ _. So, if you burn yourself with fire and it is **hot**, then you should treat the burn with **cold** water.

Here's a tip: do not miss an opportunity to say happy birthday to students when it is their birthday or close to it. These students can be your helpers for the lesson. This can be a great way to introduce **holiday fire safety** or **CELEBRATING BIRTHDAYS SAFELY # 678-020**.

DESIGN (CONTINUED)

Now, back to designing your program using the behaviors.

Unlike school departments, you probably will not start out planning an entire program for multiple target groups over a 180-day school year. You may get a call from your own child's teacher asking if you can talk to the class, or you may get a call from a den mother, scoutmaster, or the 4-H Club (all of these groups have their own fire and life safety lessons already) or, you may get invited to address an entire grade level or a whole school assembly.

Design problems are created by all of these community contacts. However, if you choose your behaviors specific to the target age group and integrate your lesson plans to whatever is already being taught, you will be a successful Fire and Life Safety Educator. You will be professional in every way and you will rapidly gain the respect of other professional teachers. It is our experience that if you are "doing it right", you will become too busy to do it all by yourself. You will have to start training other professional firefighters to become Fire and Life Safety Educators. After you have had a chance to evaluate your program, you may find that you have to redefine your goals, select other target groups, or increase resources. The good news is that your success may bring additional funding resources to help you expand your programs.

At this point we feel it is appropriate to remind you that your lesson plan is the blueprint for your program. Classroom teachers and principals often ask to see it. We therefore strongly advise you to formally write out your lesson plans and include them in the appropriate place in this 3-ring binder. There are some sample lesson plans in the appendix.

The next 70 plus pages of this guidebook consists of all the behaviors and their lessons. You will also find reference information and developmental reminders to assist you in your program design. At the beginning of each target group is an index of the behaviors which indicates whether the behavior is considered to be essential or supplementary.

Good Luck ! We wish you success in designing your programs.

REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
345-001	ESSENTIAL	AGES 3-5 PRESCHOOL	UNDERSTANDING AND PRACTICING **MATCH & LIGHTER SAFETY** (FIRE TOOLS)
345-002	ESSENTIAL	AGES 3-5 PRESCHOOL	UNDERSTANDING AND PRACTICING **STOP, DROP AND ROLL**
345-003	ESSENTIAL	AGES 3-5 PRESCHOOL	UNDERSTANDING AND PRACTICING **CRAWL LOW UNDER SMOKE**
345-004	ESSENTIAL	AGES 3-5 PRESCHOOL	UNDERSTANDING **SMOKE DETECTORS / ALARMS**
345-005	ESSENTIAL	AGES 3-5 PRESCHOOL	UNDERSTANDING AND PRACTICING **ESCAPE PLANS**
345-006	ESSENTIAL	AGES 3-5 PRESCHOOL	RECOGNIZE THE FIREFIGHTER AS A **COMMUNITY HELPER**
345-007	ESSENTIAL	AGES 3-5 PRESCHOOL	REPORTING **FIRES AND OTHER EMERGENCIES**
345-008	ESSENTIAL	AGES 3-5 PRESCHOOL	RESPONDING CORRECTLY TO **FIRE & EMERGENCY DRILLS**
345-009	ESSENTIAL	AGES 3-5 PRESCHOOL	STAY AWAY FROM **HOT THINGS IN THE HOME**
345-010	SUPPLEMENTARY	AGES 3-5 PRESCHOOL	UNDERSTANDING AND PRACTICING **FIRST-AID FOR BURNS**
345-011	SUPPLEMENTARY	AGES 3-5 PRESCHOOL	IDENTIFYING **EXIT SIGNS & KNOWING TWO WAYS OUT OF PUBLIC PLACES**
345-012	SUPPLEMENTARY	AGES 3-5 PRESCHOOL	UNDERSTANDING **TRANSPORTATION SAFETY** (BUS SAFETY)
345-013	SUPPLEMENTARY	AGES 3-5 PRESCHOOL	UNDERSTANDING **YOUR PERSONAL AND COMMUNITY ROLE IN SAFETY**
345-014	ESSENTIAL	AGES 3-5 PRESCHOOL	UNDERSTANDING AND PRACTICING **POISON PREVENTION & TOBACCO**
345-015	SUPPLEMENTARY	AGES 3-5 PRESCHOOL	CELEBRATING **BIRTHDAYS** SAFELY
345-016	SUPPLEMENTARY	AGES 3-5 PRESCHOOL	UNDERSTANDING AND PRACTICING **WATER SAFETY**
345-017	SUPPLEMENTARY	AGES 3-5 PRESCHOOL	UNDERSTANDING AND PRACTICING ICE SAFETY

REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
560-019	SUPPLEMENTARY	AGES 5-6 KINDERGARTEN	UNDERSTANDING **SNOW RECREATION** SAFETY
560-020	SUPPLEMENTARY	AGES 5-6 KINDERGARTEN	CELEBRATING **BIRTHDAYS** SAFELY
560-021	SUPPLEMENTARY	AGES 5-6 KINDERGARTEN	UNDERSTANDING **DISABILITIES AND SAFETY**
560-022	SUPPLEMENTARY	AGES 5-6 KINDERGARTEN	UNDERSTANDING **YOUR PERSONAL AND COMMUNITY ROLE IN SAFETY**
560-023	SUPPLEMENTARY	AGES 5-6 KINDERGARTEN	UNDERSTANDING AND PRACTICING **ICE SAFETY**
560-024	SUPPLEMENTARY	AGES 5-6 KINDERGARTEN	UNDERSTANDING AND PRACTICING **WATER SAFETY**

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING MATCH & LIGHTER SAFETY (FIRE TOOLS)

TARGET GROUP:	SAFETY CATEGORY:
AGES 3-5 PRESCHOOL	**BURNS**

GRADE
PRE
REFERENCE #
345-001

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	**GLOSSARY**	**SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

AT THE PRESCHOOL LEVEL WHEN YOU TALK ABOUT MATCH AND LIGHTER SAFETY, THERE ARE ONLY A FEW LESSONS THAT NEED TO BE TAUGHT.

THESE LESSONS ARE:

1- IF YOU FIND MATCHES OR A LIGHTER NEVER TOUCH THEM
(LEAVE THEM RIGHT WHERE YOU FIND THEM AND GO TELL A GROWN UP)
2- MATCHES AND LIGHTERS ARE TOOLS FOR GROWN UPS
(GIVE EXAMPLES OF TOOLS THAT THEIR PARENTS MIGHT HAVE AROUND THE HOME)
3- WHAT IS HOT AND WHAT IS COLD
(GIVE EXAMPLES OF THINGS THAT ARE HOT OR CAN GET HOT AND THINGS THAT ARE COLD)

HELPFUL HINTS (STRATEGIES):

IMPORTANT: YOU SHOULD NOT TEACH "GIVE MATCHES AND LIGHTERS TO A GROWN-UP" UNTIL FIRST AND SECOND GRADES.

REMEMBER: DEVELOPMENTALLY THEIR ATTENTION SPAN MAY BE LESS THAN 10 MINUTES. TRY AND SHOW EXAMPLES NOT JUST DISCUSS EXAMPLES WHENEVER POSSIBLE.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY AS A COMMUNICATION TOOL.
- HAND-EYE CONTROL WILL BE VERY DIFFICULT.
- TIRES EASILY.
- HAVE NO CONCEPT OF TIME AND SPACE.
- ATTENTION SPAN MAY BE LESS THAN 10 MINS.
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED.
- MAY BE FRIGHTENED OF NEW GROWN-UPS;
  MAINTAIN EYE CONTACT
  POSITION YOURSELF AT THEIR LEVEL.
- BENEFIT FROM POSITIVE REINFORCEMENT.
- LIKES TO KEEP SECRETS.

TEACHER'S NOTES:

YOU CAN COMBINE THIS BEHAVIOR WITH:
345-009 STAY AWAY FROM HOT THINGS IN THE HOME
345-015 CELEBRATING BIRTHDAYS SAFELY

BEST COPY AVAILABLE

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING STOP, DROP AND ROLL

TARGET GROUP:
AGES 3-5 PRESCHOOL

SAFETY CATEGORY:
BURNS

GRADE
PRE

REFERENCE #
345-002

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	**GLOSSARY**	**SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

UNDERSTANDING AND PRACTICING STOP, DROP AND ROLL AT THE PRESCHOOL LEVEL INVOLVES THREE BASIC LESSONS.

THESE ARE : **IF YOU HAVE AN ACCIDENT AND YOUR CLOTHES CATCH FIRE:**

STOP (STOP EVERYTHING YOU ARE DOING. STOP WHERE YOU ARE. DON'T RUN !)

DROP (DROP YOURSELF TO THE GROUND OR FLOOR.)

ROLL - BACK & FORTH CONTINUOUSLY UNTIL ALL THE FIRE IS OUT. REMEMBER --YOU MUST CONTINUE TO ROLL UNTIL THE FIRE IS OUT.

HELPFUL HINTS (STRATEGIES):

KIDS CAN GET HURT IF THEY COVER FACES BEFORE LYING ON THE GROUND.

SHRINERS HOSPITAL HAS REPORTED THAT WHEN CHILDREN WERE ASKED IF THEY KNEW STOP, DROP & ROLL, MOST SAID THAT THEY UNDERSTOOD HOW TO DO STOP, DROP AND ROLL BUT THEY HAD NO ROOM WHERE THEIR CLOTHES CAUGHT FIRE TO DROP & ROLL.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY AS A COMMUNICATION TOOL.
- HAND-EYE CONTROL WILL BE VERY DIFFICULT.
- TIRES EASILY.
- HAVE NO CONCEPT OF TIME AND SPACE.
- ATTENTION SPAN MAY BE LESS THAN 10 MINS.
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED.
- MAY BE FRIGHTENED OF NEW GROWN-UPS;
  - MAINTAIN EYE CONTACT
  - POSITION YOURSELF AT THEIR LEVEL.
- BENEFIT FROM POSITIVE REINFORCEMENT.

REINFORCE MATCH AND LIGHTER SAFETY

TEACHER'S NOTES:

THESE LESSONS SHOULD BE AN ACTIVITY DONE ON A CLEAN BLANKET, CARPET OR MAT. USE A PAPER OR FELT FLAME WITH VELCRO TO PUT ON CLOTHES. ANOTHER ACTIVITY COULD BE TO TAKE THE STUDENTS TO A MORE CONFINED SPACE, LIKE A SMALL KITCHEN AREA TO STOP, DROP AND ROLL. WHEN CHILDREN'S CLOTHES CATCH FIRE QUITE OFTEN THEY ARE IN AN AREA THAT IS TOO SMALL TO STOP, DROP AND ROLL THE WAY THEY HAVE BEEN TAUGHT. REINFORCE COVERING YOUR FACE AND NOT RUNNING WHEN THERE IS NO ROOM TO DROP AND ROLL.

345-002	**6/6/99**	**ESSENTIAL**
BEHAVIOR REFER. #	**LAST UPDATED**	**THIS BEHAVIOR WAS CONSIDERED**

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING CRAWL LOW UNDER SMOKE

TARGET GROUP:
AGES 3-5 PRESCHOOL

SAFETY CATEGORY:
ESCAPE

GRADE
PRE

REFERENCE #
345-003

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

DON'T HIDE IN A FIRE

GET OUT - - STAY OUT

GOOD AIR IN A FIRE IS DOWN LOW

YOU MUST STAY LOW WHERE THE GOOD AIR IS.

CRAWL LOW ON HANDS AND KNEES, NOT ON THE BELLY.

HELPFUL HINTS (STRATEGIES):

DON'T TEACH CRAWL LOW IN SMOKE AND STOP, DROP AND ROLL IN THE SAME LESSON.

THIS CAUSES GREAT CONFUSION.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY AS A COMMUNICATION TOOL.
- HAND-EYE CONTROL WILL BE VERY DIFFICULT.
- TIRES EASILY.
- HAVE NO CONCEPT OF TIME AND SPACE.
- ATTENTION SPAN MAY BE LESS THAN 10 MINS.
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED.
- MAY BE FRIGHTENED OF NEW GROWN-UPS;
  MAINTAIN EYE CONTACT
  POSITION YOURSELF AT THEIR LEVEL.
- BENEFIT FROM POSITIVE REINFORCEMENT.

TEACHER'S NOTES:

345-003
BEHAVIOR REFER. #

11/18/96
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING SMOKE DETECTORS / ALARMS

TARGET GROUP.	SAFETY CATEGORY:
AGES 3-5 PRESCHOOL	**ALARMS**

GRADE
PRE
REFERENCE #
345-004

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	**GLOSSARY**	**SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

UNDERSTANDING SMOKE DETECTORS / ALARMS AT THE PRESCHOOL LEVEL INVOLVES THESE BASIC LESSONS:

SMOKE DETECTORS SMELL SMOKE.

SMOKE DETECTORS MAKE A LOUD NOISE TO TELL YOU THERE IS A FIRE.

WHEN A SMOKE DETECTOR GOES OFF, GET OUTSIDE QUICKLY.

HELPFUL HINTS (STRATEGIES):

IF YOU SOUND A DETECTOR IN THE CLASS, WARN THEM FIRST.

SMOKE ALARMS AND SMOKE DETECTORS ARE USED TO MEAN THE SAME THING. YOU CAN USE EITHER DETECTOR OR ALARM BUT TRY AND BE CONSISTENT SO YOU DON'T CONFUSE THE STUDENTS.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY AS A COMMUNICATION TOOL.
- HAND-EYE CONTROL WILL BE VERY DIFFICULT.
- TIRES EASILY.
- HAVE NO CONCEPT OF TIME AND SPACE.
- ATTENTION SPAN MAY BE LESS THAN 10 MINS.
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED.
- MAY BE FRIGHTENED OF NEW GROWN-UPS;
  MAINTAIN EYE CONTACT
  POSITION YOURSELF AT THEIR LEVEL.
- BENEFIT FROM POSITIVE REINFORCEMENT.

TEACHER'S NOTES:

WHAT THE INSTRUCTOR SHOULD UNDERSTAND ABOUT SMOKE ALARMS OR SMOKE DETECTORS: SMOKE DETECTORS MUST BE INSTALLED AT OR NEAR THE CEILING WITH IN 10 FEET FROM BED ROOM DOORS AND AT THE TOP AND BOTTOM OF STAIRWAYS ON EVERY LEVEL OF YOUR HOME. YOU SHOULD TEST THE DETECTOR AT LEAST MONTHLY, CHANGE THE BATTERIES WHEN YOU CHANGE YOUR CLOCKS IN THE SPRING OR FALL AND REPLACE THE DETECTOR AFTER TEN YEARS. THE NEWEST ADDITION OF THE BUILDING CODE REQUIRES NEW HOMES TO HAVE DETECTORS INSIDE EVERY BED ROOM.

345-004	**6/6/99**	**ESSENTIAL**
BEHAVIOR REFER. #	**LAST UPDATED**	**THIS BEHAVIOR WAS CONSIDERED**

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING ESCAPE PLANS

TARGET GROUP:
AGES 3-5 PRESCHOOL

SAFETY CATEGORY:
ESCAPE

GRADE
PRE

REFERENCE #
345-005

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

GET OUT AND STAY OUT..DON'T STAY INSIDE AND NEVER TRY TO HIDE..... ALWAYS HAVE TWO WAYS OUT OF EACH ROOM IN YOUR HOME AND IF YOU HAVE MORE THAN ONE HOME YOU MUST PRACTICE YOUR ESCAPE PLAN IN EVERY HOME THAT YOU SLEEP.

ONCE YOU ARE OUTSIDE GO DIRECTLY TO YOUR MEETING PLACE.. REMEMBER TO HAVE A MEETING PLACE FOR EACH HOME THAT YOU SLEEP IN.

EXPLAIN THAT A MEETING PLACE IS A PLACE OUTSIDE OF YOUR HOME THAT EVERYONE IN YOUR FAMILY GOES TO WHEN THE SMOKE DETECTOR/ALARM SOUNDS OR WHEN THERE IS A FIRE . THIS COULD BE A MAILBOX OR A TREE OR A TELEPHONE POLE BUT YOUR PARENT NEEDS TO PICK THE PLACE.

EVERYONE IN THE HOUSE SHOULD PRACTICE YOUR ESCAPE PLAN AT LEAST TWICE A YEAR.

HELPFUL HINTS (STRATEGIES):

- KEEP THIS LESSON TO NO MORE THAN 10 MINUTES AND COVER JUST THESE TOPICS:
  GET OUT AND STAY OUT
  HAVE TWO WAYS OUT
  HAVE A SPECIAL MEETING PLACE

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY AS A COMMUNICATION TOOL.
- HAND-EYE CONTROL WILL BE VERY DIFFICULT.
- TIRES EASILY.
- HAVE NO CONCEPT OF TIME AND SPACE.
- ATTENTION SPAN MAY BE LESS THAN 10 MINS.
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED.
- MAY BE FRIGHTENED OF NEW GROWN-UPS;
  MAINTAIN EYE CONTACT
  POSITION YOURSELF AT THEIR LEVEL.
- BENEFIT FROM POSITIVE REINFORCEMENT.

TEACHER'S NOTES:

BEST COPY AVAILABLE

345-005
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

RECOGNIZE THE FIREFIGHTER AS A COMMUNITY HELPER

GRADE
PRE

REFERENCE #
345-006

TARGET GROUP:
AGES 3-5 PRESCHOOL

SAFETY CATEGORY:
COMMUNITY SERVICE

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

FIREFIGHTERS ARE MEMBERS OF THE COMMUNITY THAT HELP PEOPLE AND THAT YOU DON'T HAVE TO BE AFRAID OF.

FIREFIGHTERS WEAR SPECIAL EQUIPMENT - (HELMET, GLOVES, HOOD, PANTS, COAT AND AIR TANK) THAT MAKES THEM LOOK DIFFERENT BUT HELPS THEM TO HELP PEOPLE IN A FIRE.

DON'T HIDE INSIDE A BUILDING THAT IS ON FIRE,
GET OUT AND STAY OUT.

HELPFUL HINTS (STRATEGIES):

DO NOT SHOW CHILDREN FIREFIGHTERS GEAR WITHOUT SLOWLY PUTTING IT ON IN FRONT OF THEM. WALKING IN WITH GEAR ON MAY FRIGHTEN THEM.

USE CLEAN/DECONTAMINATED GEAR.

DON'T TEACH STANDING OR SITTING IN CHAIR, SIT ON THE FLOOR. IF POSSIBLE GET DOWN TO THEIR LEVEL

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY AS A COMMUNICATION TOOL.
- HAND-EYE CONTROL WILL BE VERY DIFFICULT.
- TIRES EASILY.
- HAVE NO CONCEPT OF TIME AND SPACE.
- ATTENTION SPAN MAY BE LESS THAN 10 MINS.
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED.
- MAY BE FRIGHTENED OF NEW GROWN-UPS;
    MAINTAIN EYE CONTACT
    POSITION YOURSELF AT THEIR LEVEL.
- BENEFIT FROM POSITIVE REINFORCEMENT.

TEACHER'S NOTES:

345-006
BEHAVIOR REFER. #

11/18/96
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

REPORTING FIRES AND OTHER EMERGENCIES

GRADE
PRE

REFERENCE #
345-007

TARGET GROUP:
AGES 3-5 PRESCHOOL

SAFETY CATEGORY:
EMERGENCIES

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	**GLOSSARY**	**SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

EVEN VERY SMALL CHILDREN CAN GET HELP IN AN EMERGENCY BY PRESSING 9 1 1 ON A TELEPHONE (PHONE) .

EXPLAIN WHAT WILL HAPPEN WHEN THE CHILD MAKES THE CALL:

SOMEONE WILL ANSWER THE TELEPHONE AND ASK A LOT OF EASY QUESTIONS AND ALL THEY HAVE TO DO IS STAY ON THE PHONE AND ANSWER THE QUESTIONS.

IT IS IMPORTANT TO TEACH THE CHILD TO NEVER HANG UP THE TELEPHONE IF THEY CALL 9 1 1. (THIS WILL ALLOW THE DISPATCHER TO LISTEN TO ANY NOISES IN THE BACKGROUND TO DETERMINE WHAT IS HAPPENING AND PERHAPS HOW SERIOUS THE EMERGENCY MIGHT BE.

TRY NOT TO TEACH TOO MANY BEHAVIORS AT ONE TIME WITH THIS AGE GROUP. INTERACT WITH THE CHILDREN AS THE "FRIENDLY FIREFIGHTER" AND GET INVITED BACK TO TEACH THE OTHER ESSENTIAL BEHAVIORS TARGETED AT THIS AGE GROUP.

YOU CAN SHOW WHERE PULL STATIONS ARE, EXPLAIN WHAT THEY ARE USED FOR AND WHEN TO USE IT

HELPFUL HINTS (STRATEGIES):

TRY AND SEND THE CHILDREN HOME WITH 9-1-1 STICKERS TO GIVE TO THEIR PARENTS... EVEN IF THE CHILD DECIDES TO WEAR THE STICKER INSTEAD OF TAKING IT HOME, HE / SHE WILL STILL BENEFIT FROM THE REINFORCEMENT OF SEEING THE NUMBERS 9-1-1

BRING A FIRE ALARM MANUAL"PULL STATION" TO THE CLASS FOR THEM TO SEE AND TRY.

REVIEW WHAT AN EMERGENCY IS: (FROM GLOSSARY)

1. A serious situation or occurrence that happens unexpectedly and demands immediate action.
2. A condition of urgent need for action or assistance.
3. When someone needs help.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY AS A COMMUNICATION TOOL.
- HAND-EYE CONTROL WILL BE VERY DIFFICULT.
- TIRES EASILY.
- HAVE NO CONCEPT OF TIME AND SPACE.
- ATTENTION SPAN MAY BE LESS THAN 10 MINS.
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED.
- MAY BE FRIGHTENED OF NEW GROWN-UPS;
  MAINTAIN EYE CONTACT
  POSITION YOURSELF AT THEIR LEVEL.
- BENEFIT FROM POSITIVE REINFORCEMENT.

TEACHER'S NOTES:

345-007	**6/6/99**	**ESSENTIAL**
BEHAVIOR REFER. #	**LAST UPDATED**	**THIS BEHAVIOR WAS CONSIDERED**

32

BEHAVIOR DESCRIPTION:

RESPONDING CORRECTLY TO FIRE & EMERGENCY DRILLS

GRADE
PRE

REFERENCE #
345-008

TARGET GROUP:
AGES 3-5 PRESCHOOL

SAFETY CATEGORY:
ESCAPE

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

AT THIS AGE FIRE DRILLS SHOULD BE CONDUCTED AT SCHOOL AND AT HOME, SO THAT THE CHILD CAN BE TAUGHT THE CORRECT THINGS TO DO IN THE EVENT OF A REAL EMERGENCY. (SEE 345-005 UNDERSTANDING ESCAPE PLANS FOR HOME)

AT SCHOOL: WHEN THE ALARM SOUNDS THE STUDENTS SHOULD IMMEDIATELY STOP EVERYTHING THAT THEY ARE DOING LOOK FOR THE TEACHER OR A GROWN-UP FOR ANY INSTRUCTIONS AND THEN LINE UP AT THE CLASSROOM DOOR WHILE REMAINING QUIET SO THEY CAN LISTEN FOR ANY CHANGING INSTRUCTIONS.FOLLOWING THE TEACHER OR GROWN-UP THEY SHOULD LEAVE QUIETLY AND QUICKLY TO THE EXIT AND THEN TO THEIR MEETING PLACE OUTSIDE THE SCHOOL. THE MEETING PLACE SHOULD BE WELL AWAY FROM WHERE THE FIRE TRUCKS HAVE TO MANEUVER. IT IS IMPORTANT TO STAY TOGETHER AND REMAIN QUIET SO THAT THE TEACHER CAN TAKE ATTENDANCE AND TO REPORT ANYONE MISSING. YOU SHOULD REINFORCE THAT EVERY TIME THE ALARM SOUNDS YOU MUST EXIT FIRST AND ASK QUESTIONS LATER, THIS IS THE BEHAVIOR THAT YOU ARE REALLY TEACHING. (UNANNOUNCED DRILLS ARE ONLY FOR TESTING WHAT YOU HAVE ALREADY TAUGHT. IF YOU HAVEN'T TAUGHT THE BEHAVIOR DON'T TEST IT.) EXPLAIN THAT SIGNS THAT ARE RED AND THINGS THAT ARE RED ON BUILDINGS ARE FOR USE IN EMERGENCIES SUCH AS FIRE ALARM PULL STATIONS, EXIT SIGNS, ALARM BELLS... THIS CAN BE HELPFUL IN TEACHING HOW STUDENTS CAN REPORT A FIRE ON THEIR OWN.

HELPFUL HINTS (STRATEGIES):

WHEN AN ALARM SOUNDS (EVERY TIME AN ALARM SOUNDS) YOU MUST GO TO THE NEAREST SAFE EXIT, GET OUT AND THEN STAY OUT -

GO TO YOUR MEETING PLACE
IF YOU ARE SEPARATED FROM A GROUP, GET OUT ON YOUR OWN AND TELL A TEACHER THAT YOU WERE SEPARATED.

EXPLAIN THAT EXITS CAN BE BLOCKED BY SMOKE OR FIRE OR SOMETHING ELSE THAT MAY REQUIRE YOU TO GO TO YOUR ALTERNATE EXIT.

BE SURE AND TEACH (OR REMIND) STUDENTS TO NEVER USE AN ELEVATOR DURING A FIRE ALARM OR DURING A FIRE

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY AS A COMMUNICATION TOOL.
- HAND-EYE CONTROL WILL BE VERY DIFFICULT.
- TIRES EASILY.
- HAVE NO CONCEPT OF TIME AND SPACE.
- ATTENTION SPAN MAY BE LESS THAN 10 MINS.
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED.
- MAY BE FRIGHTENED OF NEW GROWN-UPS;
  MAINTAIN EYE CONTACT
  POSITION YOURSELF AT THEIR LEVEL.
- BENEFIT FROM POSITIVE REINFORCEMENT.

TEACHER'S NOTES:

REVIEW THE ESCAPE PLANS THAT ARE IN EFFECT FOR THE BUILDING (CLASS ROOM) THAT YOU ARE TEACHING IN PRIOR TO TEACHING THE LESSON. THIS WILL ALLOW YOU TO ANSWER ANY QUESTIONS THAT MIGHT BE ASKED DURING THE LESSON. EXPLAIN THAT ELEVATORS SHOULD NEVER BE USED IN A FIRE EMERGENCY, NOT BECAUSE THE CABLE CAN BURN THROUGH BUT BECAUSE THE SHAFT ACTS AS A CHIMNEY CARRYING HEAT AND SMOKE UP IT AND BECAUSE THE CAR CAN GET CALLED TO THE FLOOR THAT IS ON FIRE AND OPEN LEAVING YOU TRAPPED.

345-008
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

STAY AWAY FROM HOT THINGS IN THE HOME

GRADE
PRE

REFERENCE #
345-009

TARGET GROUP:
AGES 3-5 PRESCHOOL

SAFETY CATEGORY:
BURNS

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

THIS BEHAVIOR IS ONLY OFFERED IN THIS AGE GROUP. IN THE OTHER AGE GROUPS THE BEHAVIORS INVOLVING HOT THINGS IN THE HOME ARE INCORPORATED INTO "FIRST-AID FOR BURNS" AND "STOP DROP (COVER) AND ROLL".

WHAT THE COMMITTEE WANTED TO STRESS HERE IS THE IDENTIFICATION OF THINGS THAT ARE HOT AND CAN HURT YOU.

THESE THINGS SHOULD BE TAUGHT BY USE OF PICTURES OR BY TAKING THE CHILDREN THROUGH THE HOUSE POINTING THE HOT THINGS OUT.

STRESS THAT THERE ARE PLACES IN AND AROUND THE HOUSE THAT RUNNING AND PLAYING CAN NOT BE DONE BECAUSE THE CHILD CAN GET HURT VERY BADLY. FOR EXAMPLE, THE KITCHEN,BATHROOM AND AROUND THINGS THAT ARE HOT.

SOME PLACES WHERE THINGS CAN BE FOUND THAT ARE HOT ARE NEAR : OVENS, STOVES, WOOD STOVES, FIREPLACES, RADIATORS, GRILLS, MATCHES AND LIGHTERS, CANDLES OR ANY OPEN FLAME ,HOT WATER, TABLES OR COUNTERS WITH ANY HOT LIQUIDS SUCH AS COFFEE OR TEA.

HELPFUL HINTS (STRATEGIES):

DON'T SCARE THEM.

DON'T SHOW THEM PICTURES OF BURNS.

DO BRING IN ITEMS TO IDENTIFY HOT AND COLD OBJECTS.

DO USE COLD AND WARM WATER TO DEMONSTRATE THE DIFFERENCE BETWEEN HOT AND COLD..... ALWAYS TEACH THAT THE COLD WATER GETS TURNED ON FIRST AND THEN THE HOT WATER GETS MIXED WITH THE COLD.... THIS WILL KEEP THE CHILD FROM GETTING BURNED FROM STRAIGHT HOT TAP WATER..

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY AS A COMMUNICATION TOOL.
- HAND-EYE CONTROL WILL BE VERY DIFFICULT.
- TIRES EASILY.
- HAVE NO CONCEPT OF TIME AND SPACE.
- ATTENTION SPAN MAY BE LESS THAN 10 MINS.
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED.
- MAY BE FRIGHTENED OF NEW GROWN-UPS;
  MAINTAIN EYE CONTACT
  POSITION YOURSELF AT THEIR LEVEL.
- BENEFIT FROM POSITIVE REINFORCEMENT.

TEACHER'S NOTES:

OTHER BEHAVIORS IN THIS AGE GROUP THAT CAN BE TAUGHT WITH THIS ARE:
345-001 MATCH AND LIGHTER SAFETY
345-010 FIRST-AID FOR BURNS

345-009
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING FIRST-AID FOR BURNS

TARGET GROUP: **AGES 3-5 PRESCHOOL**

SAFETY CATEGORY: **BURNS**

GRADE **PRE**

REFERENCE # **345-010**

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**,

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

WHEN TEACHING THIS AGE GROUP UNDERSTANDING AND PRACTICING FIRST-AID FOR BURNS IT MUST BE KEPT AS SIMPLE AS THESE FEW ITEMS BELOW:

IF YOU HAVE AN ACCIDENT AND TOUCH SOMETHING HOT, YOU MAY GET BURNED.
COOL WATER WILL MAKE A BURN FEEL BETTER.
TELL A GROWN-UP WHENEVER YOU GET BURNED SO THEY CAN HELP YOU.
TALK ABOUT HOT THINGS THAT COULD BURN YOU IF YOU TOUCH THEM.
TALK ABOUT SUNBURNS AS BEING A MINOR BURN.

HELPFUL HINTS (STRATEGIES):

DON'T SCARE THEM WHEN TALKING ABOUT BURNS.
DON'T SHOW THEM PICTURES OF BURNS.
DON'T TALK ABOUT BURN TREATMENT.
DON'T TEACH COLD WATER OR ICE / ONLY COOL WATER.
TALK ABOUT HOW BURNS CAN OCCUR / SCALD BURNS.
SOME PREVENTION STRATEGIES:
ALWAYS RUN THE COLD WATER FIRST THEN THE HOT
DON'T REACH FOR THINGS ON THE COUNTER OR STOVE
DON'T STICK ANY THING INTO AN ELECTRICAL OUTLET (PLUG)

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY AS A COMMUNICATION TOOL.
- HAND-EYE CONTROL WILL BE VERY DIFFICULT.
- TIRES EASILY.
- HAVE NO CONCEPT OF TIME AND SPACE.
- ATTENTION SPAN MAY BE LESS THAN 10 MINS.
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED.
- MAY BE FRIGHTENED OF NEW GROWN-UPS;
  MAINTAIN EYE CONTACT
  POSITION YOURSELF AT THEIR LEVEL.
- BENEFIT FROM POSITIVE REINFORCEMENT.

TEACHER'S NOTES:

REMEMBER THAT OTHER BEHAVIORS CLOSELY RELATED TO BURN AWARENESS AND BURN PREVENTION ARE ADDRESSED IN THIS AGE GROUP, SUCH AS:

345-001 MATCH AND LIGHTER SAFETY
345-002 STOP DROP & ROLL
345-009 HOT THINGS IN THE HOME

345-010
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

IDENTIFYING EXIT SIGNS & KNOWING TWO WAYS OUT OF PUBLIC PLACES

GRADE
PRE

REFERENCE #
345-011

TARGET GROUP:
AGES 3-5 PRESCHOOL

SAFETY CATEGORY:
EXITS

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	**GLOSSARY**	**SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

ALL PUBLIC PLACES MUST HAVE EXIT SIGNS AND THEY ARE USUALLY RED.THEY ARE LOCATED HIGH ON THE WALL AND DIRECT YOU TO AN EXIT. THESE SIGNS ARE USUALLY LIGHTED OR WILL GLOW IN THE DARK. THIS IS SO YOU CAN FIND THE DOOR EVEN WHEN THE ROOM IS DARK.

WHEN YOU GO TO A PLACE THAT YOU HAVE NEVER BEEN BEFORE, YOU SHOULD LOOK AROUND THE ROOM UP HIGH FOR THE EXIT SIGNS SO THAT YOU KNOW AT LEAST TWO WAYS OUT IF THERE IS AN EMERGENCY.

HELPFUL HINTS (STRATEGIES):

OPTIONAL: TAKE THE CLASS ON A FIELD TRIP AROUND THE BUILDING AND SHOW THE CLASS OR HAVE THEM SHOW YOU WHERE THE EXITS ARE.

HAVE THEM COLOR AN EXIT SIGN. IF YOU NEED TO YOU CAN TRACE A SIGN IN YOUR BUILDING.

BRING IN AN EXIT SIGN FOR SHOW AND TELL ABOUT IT.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY AS A COMMUNICATION TOOL.
- HAND-EYE CONTROL WILL BE VERY DIFFICULT.
- TIRES EASILY.
- HAVE NO CONCEPT OF TIME AND SPACE.
- ATTENTION SPAN MAY BE LESS THAN 10 MINS.
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED.
- MAY BE FRIGHTENED OF NEW GROWN-UPS;
  MAINTAIN EYE CONTACT
  POSITION YOURSELF AT THEIR LEVEL.
- BENEFIT FROM POSITIVE REINFORCEMENT.

TEACHER'S NOTES:

BEST COPY AVAILABLE

BEHAVIOR DESCRIPTION:

UNDERSTANDING TRANSPORTATION SAFETY
(BUS SAFETY)

TARGET GROUP:
AGES 3-5 PRESCHOOL

SAFETY CATEGORY:
TRANSPORTATION

GRADE
PRE

REFERENCE #
345-012

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	**GLOSSARY**	**SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

BUS SAFETY: STAY SEATED ON THE BUS; NO HORSEPLAY ON THE BUS; LISTEN TO THE BUS DIVER AND FOLLOW DIRECTIONS.

PEDESTRIAN: LOOK BOTH WAYS BEFORE CROSSING THE STREET; CROSS ONLY WITH A GROWN UP.

BIKE: WEAR A HELMET WHEN RIDING YOUR BIKE.

CAR: ALWAYS WEAR A SAFETY BELT WHEN RIDING IN THE CAR; DO NOT HANG OUT THE WINDOW WHEN THE CAR IS MOVING.

PEDESTRIAN: DO NOT CROSS THE STREET WITHOUT A GROWNUP OR OLDER PERSON; LEARN WHAT THE LIGHTS ON TRAFFIC LIGHTS MEAN; LOOK BOTH WAYS BEFORE CROSSING THE STREET.

HELPFUL HINTS (STRATEGIES):

CHECK TO SEE IF THIS LESSON IS TAUGHT BY POLICE SAFETY OFFICER OR HEALTH EDUCATOR.

STRESS PERSONAL SAFETY. FOR EXAMPLE: USE WRIST GUARDS WHEN SKATE BOARDING

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY AS A COMMUNICATION TOOL.
- HAND-EYE CONTROL WILL BE VERY DIFFICULT.
- TIRES EASILY.
- HAVE NO CONCEPT OF TIME AND SPACE.
- ATTENTION SPAN MAY BE LESS THAN 10 MINS.
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED.
- MAY BE FRIGHTENED OF NEW GROWN-UPS;
  MAINTAIN EYE CONTACT
  POSITION YOURSELF AT THEIR LEVEL.
- BENEFIT FROM POSITIVE REINFORCEMENT.

TEACHER'S NOTES:

345-012
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING YOUR PERSONAL AND COMMUNITY ROLE IN SAFETY

TARGET GROUP:
AGES 3-5 PRESCHOOL

SAFETY CATEGORY:
COMMUNITY SERVICE

GRADE
PRE

REFERENCE #
345-013

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

TELL A GROWN-UP IF YOU SEE FIRE OR SMOKE, TELL A GROWN-UP SO THEY CAN GET HELP....

IDENTIFY SAFE ADULTS TO TELL, GRANDPARENTS, FIREFIGHTERS, POLICE OFFICERS, TEACHERS.

SOME SECRETS ARE OK TO TELL.

HELPFUL HINTS (STRATEGIES):

COMBINE WITH OTHER LESSON -

- REPORTING FIRES
- MATCHES AND LIGHTER SAFETY
- STOP, DROP AND ROLL

ASK KIDS WHO WOULD BE A GOOD PERSON TO TELL.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY AS A COMMUNICATION TOOL.
- HAND-EYE CONTROL WILL BE VERY DIFFICULT.
- TIRES EASILY.
- HAVE NO CONCEPT OF TIME AND SPACE.
- ATTENTION SPAN MAY BE LESS THAN 10 MINS.
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED.
- MAY BE FRIGHTENED OF NEW GROWN-UPS;
  MAINTAIN EYE CONTACT
  POSITION YOURSELF AT THEIR LEVEL.
- BENEFIT FROM POSITIVE REINFORCEMENT.

TEACHER'S NOTES:

345-013
BEHAVIOR REFER. #

11/18/96
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING POISON PREVENTION & TOBACCO

TARGET GROUP:
AGES 3-5 PRESCHOOL

SAFETY CATEGORY:
POISON

GRADE
PRE

REFERENCE #
345-014

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

DO NOT PUT ANY THING IN YOUR MOUTH IF A GROWN-UP DIDN'T GIVE IT TO YOU TO EAT.

DO NOT TASTE, TOUCH OR SMELL THINGS UNLESS A GROWN-UP HAS GIVEN YOU PERMISSION TO DO SO.

HELPFUL HINTS (STRATEGIES):

IT MIGHT BE BEST TO HAVE PARENTS TAKE THEIR CHILDREN AROUND THE HOUSE AND POINT OUT THINGS THAT COULD BE POISONS..

INVOLVE THE PARENTS BUT EDUCATE THEM FIRST WITH BROCHURES AND APPROPRIATE LITERATURE.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY AS A COMMUNICATION TOOL.
- HAND-EYE CONTROL WILL BE VERY DIFFICULT.
- TIRES EASILY.
- HAVE NO CONCEPT OF TIME AND SPACE.
- ATTENTION SPAN MAY BE LESS THAN 10 MINS.
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED.
- MAY BE FRIGHTENED OF NEW GROWN-UPS;
  MAINTAIN EYE CONTACT
  POSITION YOURSELF AT THEIR LEVEL.
- BENEFIT FROM POSITIVE REINFORCEMENT.

TEACHER'S NOTES:
THIS BEHAVIOR COULD BE TAUGHT WITH MATCH AND LIGHTER SAFETY AND / OR ESCAPE PLANS TO THIS TARGET GROUP

345-014
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

CELEBRATING BIRTHDAYS SAFELY

GRADE

PRE

REFERENCE #
345-015

TARGET GROUP:
AGES 3-5 PRESCHOOL

SAFETY CATEGORY:
BURNS

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

MATCHES AND LIGHTERS ARE GROWN-UP TOOLS, NOT TOYS.

CHILDREN SHOULD BE INSTRUCTED NOT TO TOUCH MATCHES, LIGHTERS, OR CANDLES.

SHARP KNIVES ARE GROWN-UP TOOLS ALSO AND SHOULD NEVER BE HANDLED BY SMALL CHILDREN.

ONLY GROWN-UPS CAN LIGHT CANDLES. NEVER PLAY WITH THE FLAMES ON THE CANDLES AS THEY CAN BURN YOU AND CATCH YOUR CLOTHES ON FIRE. NEVER REACH OVER CANDLES.

HELPFUL HINTS (STRATEGIES):

SOMEWHERE IN THE ROOM. MAKE A NOTE OF WHO HAD MOST RECENT BIRTHDAY.

TEACH THEM WITH THINGS THAT ARE HOT AND COLD.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY AS A COMMUNICATION TOOL.
- HAND-EYE CONTROL WILL BE VERY DIFFICULT.
- TIRES EASILY.
- HAVE NO CONCEPT OF TIME AND SPACE.
- ATTENTION SPAN MAY BE LESS THAN 10 MINS.
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED.
- MAY BE FRIGHTENED OF NEW GROWN-UPS;
  MAINTAIN EYE CONTACT
  POSITION YOURSELF AT THEIR LEVEL.
- BENEFIT FROM POSITIVE REINFORCEMENT.

TEACHER'S NOTES:

THIS WOULD BE A GOOD OPPORTUNITY TO TEACH STOP, DROP AND ROLL

BEST COPY AVAILABLE

345-015
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING WATER SAFETY

TARGET GROUP:
AGES 3-5 PRESCHOOL

SAFETY CATEGORY:
OUTDOOR SAFETY

GRADE
PRE

REFERENCE #
345-016

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

SWIMMING SAFETY: ONLY GO NEAR WATER WITH AN ADULT.
IF SOMEONE GETS IN TROUBLE, CALL 911 OR GET A GROWN UP RIGHT AWAY.
BOATING SAFETY: ALWAYS STAY SEATED WHEN RIDING IN A BOAT AND ALWAYS WEAR A LIFE PRESERVER.

HELPFUL HINTS (STRATEGIES):

LIFE JACKETS SHOULD BE WORN AT THIS AGE. DO NOT CONFUSE LIFE JACKETS WITH BLOW UP FLOATING TOYS. LIFE JACKETS OR P.F.D.'S (PERSONAL FLOTATION DEVICES) MUST BE OF THE CORRECT TYPE AND SIZE FOR THE PERSON WEARING IT. LOOK FOR THE PROPER APPROVAL FROM THE U.S. COAST GUARD.

KNOW WHERE THE CLOSEST PLACE TO CALL 9 1 1 IS. THIS COULD BE IN A POOL HOUSE OR A LIFE GUARD STAND OR FROM SOMEONE NEARBY THAT HAS A CELLULAR PHONE. ON A BOAT IT COULD BE A MARINE RADIO OR CITIZENS BAND RADIO.

MENTION SUN BURNS AND SUN BLOCK.

DEVELOPMENTAL INFORMATION:

- EXTREMELY EGOCENTRIC (CENTER OF ATTENTION)
- VOCABULARY IS RAPIDLY EXPANDING.
- HAS GREAT DEAL OF ENERGY, EXPLOSIVE AT TIMES.
- ENJOYS DETAILS AND MEMORIZATION.
- DISLIKES BEING SINGLED OUT, EVEN FOR PRAISE.
- ATTENTION SPAN 15-25 MINS.
- SHORT VIDEOS MAY BE USED (8-10 MINS.).
- EYE-HAND COORDINATION IS IMPROVING.
- CAN BE VERY DRAMATIC, LIKES TO USE HANDS.
- ARE INQUISITIVE, WILL ASK ENDLESS QUESTIONS.
- POSSESSES A " KNOW IT ALL " ATTITUDE.
- REQUIRE VERY CONCRETE EXAMPLES.
- TEND TOWARD BOSSINESS & DARING.
- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

THIS BEHAVIOR CAN BE TAUGHT IN CONJUNCTION WITH SEVERE STORMS, BURNS, AND ICE SAFETY.
DID YOU KNOW THAT A CHILD CAN DROWN IN ONE INCH OF WATER.???

345-016
BEHAVIOR REFER. #

5/16/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING ICE SAFETY

GRADE
PRE

REFERENCE #
345-017

TARGET GROUP:
AGES 3-5 PRESCHOOL

SAFETY CATEGORY:
OUTDOOR SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

ALWAYS HAVE AN ADULT WITH YOU WHEN YOU ARE NEAR ICE.
WEAR LOTS OF WARM CLOTHING WHEN SKATING
IF YOU SEE SOMEONE WHO NEEDS HELP, GET AN ADULT.

HELPFUL HINTS (STRATEGIES):

ANY TYPE OF WATER ON ICE IS DANGEROUS (PUDDLES, OPEN WATER)
4" OR MORE NEEDED FOR SAFE ICE.
STILL WATER ONLY.
NEED CONTINUOUS COLD DAYS.
INVOLVE PARENTS
DON'T CALL 9-1-1 TO ASK IF THE ICE IS SAFE.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
- ENJOYS ACTIVE PLAY, DANCES, RHYTHMS.
- CONSCIENCE IS GRADUALLY DEVELOPING.
- ENJOYS DRAMATIC PLAY AND STORIES.
- WANT TO SEE IMMEDIATE RESULTS.
- HAVE LITTLE CONCEPT OF TIME & SPACE.
- HAVE LIMITED ATTENTION SPAN (10-15 MIN.)
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

345-017
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS FIRE AND SAFETY PUBLIC EDUCATION CURRICULUM PLANNING GUIDEBOOK ©

REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
560-001	ESSENTIAL	AGES 5-6 KINDERGARTEN	RECOGNIZE THE FIREFIGHTER AS A **COMMUNITY HELPER**
560-002	ESSENTIAL	AGES 5-6 KINDERGARTEN	UNDERSTANDING " **WHAT IS FIRE** "
560-003	ESSENTIAL	AGES 5-6 KINDERGARTEN	UNDERSTANDING AND PRACTICING **MATCH & LIGHTER SAFETY** (FIRE TOOLS)
560-004	ESSENTIAL	AGES 5-6 KINDERGARTEN	UNDERSTANDING AND PRACTICING **STOP, DROP AND ROLL**
560-005	ESSENTIAL	AGES 5-6 KINDERGARTEN	UNDERSTANDING **SMOKE DETECTORS / ALARMS**
560-006	ESSENTIAL	AGES 5-6 KINDERGARTEN	UNDERSTANDING AND PRACTICING **ESCAPE PLANS**
560-007	ESSENTIAL	AGES 5-6 KINDERGARTEN	UNDERSTANDING AND PRACTICING **CRAWL LOW UNDER SMOKE**
560-008	ESSENTIAL	AGES 5-6 KINDERGARTEN	REPORTING **FIRES AND OTHER EMERGENCIES**
560-009	ESSENTIAL	AGES 5-6 KINDERGARTEN	IDENTIFYING **EXIT SIGNS & KNOWING TWO WAYS OUT OF PUBLIC PLACES**
560-010	ESSENTIAL	AGES 5-6 KINDERGARTEN	RESPONDING CORRECTLY TO **FIRE & EMERGENCY DRILLS**
560-011	SUPPLEMENTARY	AGES 5-6 KINDERGARTEN	UNDERSTANDING **SAFETY WORDS**
560-012	ESSENTIAL	AGES 5-6 KINDERGARTEN	UNDERSTANDING AND PRACTICING **KITCHEN SAFETY**
560-013	SUPPLEMENTARY	AGES 5-6 KINDERGARTEN	UNDERSTANDING AND PRACTICING **ELECTRICAL SAFETY**
560-014	SUPPLEMENTARY	AGES 5-6 KINDERGARTEN	UNDERSTANDING AND PRACTICING **FIRST-AID FOR BURNS**
560-015	SUPPLEMENTARY	AGES 5-6 KINDERGARTEN	UNDERSTANDING **TRANSPORTATION SAFETY** (BUS & SEAT BELT SAFETY)
560-016	ESSENTIAL	AGES 5-6 KINDERGARTEN	UNDERSTANDING AND PRACTICING **POISON PREVENTION & TOBACCO**
560-017	SUPPLEMENTARY	AGES 5-6 KINDERGARTEN	CELEBRATING **HALLOWEEN** SAFELY
560-018	SUPPLEMENTARY	AGES 5-6 KINDERGARTEN	CELEBRATING **WINTER HOLIDAYS** SAFELY

REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
560-019	SUPPLEMENTARY	AGES 5-6 KINDERGARTEN	UNDERSTANDING SNOW RECREATION SAFETY
560-020	SUPPLEMENTARY	AGES 5-6 KINDERGARTEN	CELEBRATING BIRTHDAYS SAFELY
560-021	SUPPLEMENTARY	AGES 5-6 KINDERGARTEN	UNDERSTANDING DISABILITIES AND SAFETY
560-022	SUPPLEMENTARY	AGES 5-6 KINDERGARTEN	UNDERSTANDING YOUR PERSONAL AND COMMUNITY ROLE IN SAFETY
560-023	SUPPLEMENTARY	AGES 5-6 KINDERGARTEN	UNDERSTANDING AND PRACTICING ICE SAFETY
560-024	SUPPLEMENTARY	AGES 5-6 KINDERGARTEN	UNDERSTANDING AND PRACTICING WATER SAFETY

BEHAVIOR DESCRIPTION:

RECOGNIZE THE FIREFIGHTER AS A COMMUNITY HELPER

GRADE
KND

REFERENCE #
560-001

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
COMMUNITY SERVICE

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

FIREFIGHTERS HELP PEOPLE -
DON'T BE AFRAID OF THEM.

FIREFIGHTERS WEAR SPECIAL CLOTHING AND EQUIPMENT THAT PROTECTS THEM FROM THE FIRE AND HELPS THEM TO FIND PEOPLE WHO NEED HELP.

DON'T RUN OR HIDE FROM FIREFIGHTERS, GO RIGHT TO THEM SO THAT THEY CAN TAKE YOU AWAY FROM THE FIRE WITH MOM AND DAD.

FIREFIGHTERS CARRY GOOD AIR IN A TANK ON THEIR BACKS. THE AIR MAKES A FUNNY NOISE WHEN TURNED ON WHICH IS THE FIREFIGHTERS BREATHING.

HELPFUL HINTS (STRATEGIES):

PUT GEAR ON IN FRONT OF CHILDREN --DO NOT WALK IN WITH GEAR AND S.C.B.A. ON.

USE CLEAN / DECONTAMINATED GEAR.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
- ENJOYS ACTIVE PLAY, DANCES, RHYTHMS.
- CONSCIENCE IS GRADUALLY DEVELOPING.
- ENJOYS DRAMATIC PLAY AND STORIES.
- WANT TO SEE IMMEDIATE RESULTS.
- HAVE LITTLE CONCEPT OF TIME & SPACE.
- HAVE LIMITED ATTENTION SPAN (10-15 MIN.)
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

BEST COPY AVAILABLE

560-001
BEHAVIOR REFER. #

11/18/96
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING SAFETY WORDS

GRADE
KND

REFERENCE #
560-011

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
GENERAL FIRE SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

THESE CHILDREN SHOULD KNOW: KNOW WHAT A FIRE DRILL IS; AN EMERGENCY IS WHEN SOMEONE IS IN TROUBLE AND NEEDS HELP RIGHT AWAY; THAT THE WORD EXIT MEANS A WAY OUT OF THE HOUSE / BUILDING.

SUGGESTED VOCABULARY WORDS: SMOKE, FIRE , HEAT, EMERGENCY EXIT, DETECTORS, DANGER,, CAUTION.

USE VISUALS / BLACKBOARDS

HELPFUL HINTS (STRATEGIES):

DON'T GET INTO SPECIFICS ABOUT HOW A SMOKE DETECTOR WORKS OR YOU WILL LOSE THEM

EXIT SIGNS

WORDS SHOULD BE DEFINED FIRST , THEN BUILD LESSON FROM THEM. THIS LESSON LENDS ITSELF FOR HOMEMADE TEACHING MATERIALS SUCH AS FELT BOARDS, POSTERS, PICTURES, ETC.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
- ENJOYS ACTIVE PLAY, DANCES, RHYTHMS.
- CONSCIENCE IS GRADUALLY DEVELOPING.
- ENJOYS DRAMATIC PLAY AND STORIES.
- WANT TO SEE IMMEDIATE RESULTS.
- HAVE LITTLE CONCEPT OF TIME & SPACE.
- HAVE LIMITED ATTENTION SPAN (10-15 MIN.)
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

560-011
BEHAVIOR REFER. #

11/18/96
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

UNDERSTANDING " WHAT IS FIRE "

GRADE
KND

REFERENCE #
560-002

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
GENERAL FIRE SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

CHILDREN NEED TO BE TAUGHT HOW NOT TO GET BURNED, AND HOW NOT TO BECOME INVOLVED IN AN UNCONTROLLED FIRE. CURIOSITY IS A MAJOR CONTRIBUTING FACTOR WITH MANY REPORTED FIRE INCIDENTS INVOLVING THIS AGE GROUP.
SOMETIMES THEY ARE JUST MIMICKING AN ADULT THEY HAVE SEEN, BUT HAVE NO IDEA OF THE DANGERS ASSOCIATED WITH THIS ACTIVITY. WE CAN TEACH THEM THE DANGER.
WHAT DO CHILDREN IN THIS AGE GROUP RECOGNIZE AND RELATE TO FIRE? ASK THEM, YOU MAY BE SURPRISED AT THE RESPONSE YOU RECEIVE.
THEY HAVEN'T DEVELOPED A FULL SENSE OF DANGER OR SELF-PRESERVATION AT THIS TIME.
WE MUST TEACH THEM TO RECOGNIZE AND AVOID EVERYDAY HAZARDS.
WE NEED TO TEACH THEM THE WAYS NOT TO GET BURNED,NOT JUST HOW TO REACT IF THEY DO GET CAUGHT IN A FIRE EMERGENCY.
TEACH THEM THAT THERE ARE GOOD FIRES AND BAD FIRES.
HOW DOES EACH AFFECT THEM IN THEIR LIVES.
GOOD EXAMPLES TO INCLUDE ARE CAMPFIRES, FIREPLACES AND BIRTHDAY CANDLES.

HELPFUL HINTS (STRATEGIES):

OVERHEADS, VISUALS AND PICTURES ARE A MUST AT THIS AGE LEVEL IF YOU ARE GOING TO BE SUCCESSFUL IN DELIVERY OF YOUR MESSAGE.
DONT USE OPEN FLAME SUCH AS CANDLES OR MATCHES. THEY ARE FASCINATED BY FIRE AND WILL APPROACH THE FIRE WITHOUT REALIZING THE CONSEQUENCES.
DONT USE TOYS THAT HAVE BEEN BURNED IN THIS SETTING. IT COULD REALLY WORK TO A DISADVANTAGE.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
- ENJOYS ACTIVE PLAY, DANCES, RHYTHMS.
- CONSCIENCE IS GRADUALLY DEVELOPING.
- ENJOYS DRAMATIC PLAY AND STORIES.
- WANT TO SEE IMMEDIATE RESULTS.
- HAVE LITTLE CONCEPT OF TIME & SPACE.
- HAVE LIMITED ATTENTION SPAN (10-15 MIN.)
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

IF CHILDREN UNDERSTAND WHAT A FIRE IS, IT MAY ELIMINATE THE CURIOSITY FACTOR THAT CAUSED FIRE

AT THIS AGE IT IS LIKE A CIRCLE, TRYING TO FIND A PLACE TO START WHEN IT COMES TO FIRE. TO A YOUNG CHILD, FIRE IS SOMETHING HOT. YOU STAY AWAY FROM IT. HOT, THOUGH, IS A BURN, THE RESULT OF TOUCHING SOMETHING. A BURN IS FROM TOUCHING A FIRE OR SOMETHING HOT. MAKE SENSE? IT DOES TO THEM.

560-002
BEHAVIOR REFER. #

8/27/97
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING MATCH & LIGHTER SAFETY (FIRE TOOLS)

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
BURNS

GRADE
KND

REFERENCE #
560-003

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

AT THE KINDERGARTEN LEVEL AS WITH THE PRESCHOOL LEVEL WHEN YOU TALK ABOUT MATCH AND LIGHTER SAFETY, THERE ARE ONLY A FEW LESSONS THAT NEED TO BE TAUGHT.

THESE LESSONS ARE:

1- IF YOU FIND MATCHES OR A LIGHTER NEVER TOUCH THEM
(LEAVE THEM RIGHT WHERE YOU FIND THEM AND GO TELL A GROWN UP)
2- MATCHES AND LIGHTERS ARE TOOLS FOR GROWN UPS
(GIVE EXAMPLES OF TOOLS THAT THEIR PARENTS MIGHT HAVE AROUND THE HOME)
3- WHAT IS HOT AND WHAT IS COLD
(GIVE EXAMPLES OF THINGS THAT ARE HOT OR CAN GET HOT AND THINGS THAT ARE COLD)

HELPFUL HINTS (STRATEGIES):

NOTE: THE LESSONS ARE BASICALLY UNCHANGED FROM THE PRESCHOOL LESSONS. IF YOU HAVE ALREADY TAUGHT THESE LESSONS TO THE SAME STUDENTS AS PRESCHOOLERS, USE THIS AS A REVIEW AND COVER OTHER BEHAVIORS.

IMPORTANT: YOU SHOULD NOT TEACH "GIVE MATCHES AND LIGHTERS TO A GROWN UP" UNTIL FIRST AND SECOND GRADES.

REMEMBER: DEVELOPMENTALLY THEIR ATTENTION SPAN MAY BE 10-15 MINUTES.TRY AND SHOW EXAMPLES NOT JUST DISCUSS EXAMPLES WHENEVER POSSIBLE.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
- ENJOYS ACTIVE PLAY, DANCES, RHYTHMS.
- CONSCIENCE IS GRADUALLY DEVELOPING.
- ENJOYS DRAMATIC PLAY AND STORIES.
- WANT TO SEE IMMEDIATE RESULTS.
- HAVE LITTLE CONCEPT OF TIME & SPACE.
- HAVE LIMITED ATTENTION SPAN (10-15 MIN.)
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

YOU CAN COMBINE THIS BEHAVIOR WITH:
560-022 UNDERSTANDING YOUR PERSONAL AND COMMUNITY ROLE IN FIRE SAFETY
560-020 CELEBRATING BIRTHDAYS SAFELY

560-003
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING KITCHEN SAFETY

GRADE
KND

REFERENCE #
560-012

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
COOKING

APPENDIX "A" CONTAINS THE
REFERENCE INFORMATION

APPENDIX "B" CONTAINS THE
GLOSSARY

APPENDIX "C" CONTAINS SOME
SAMPLE LESSON PLANS

LESSONS TO TEACH (OBJECTIVES):

STAY AWAY FROM STOVE WHEN FOOD IS COOKING.
(CIRCLE OF SAFETY CONCEPT. KEEP YOURSELF 3 GIANT STEPS AWAY FROM THE STOVE WHEN FOOD IS COOKING.)
CHILDREN SHOULD RECOGNIZE KITCHEN IS NOT A SAFE PLAY AREA.

IDENTIFY OTHER SOURCES OF BURN INJURIES IN THE KITCHEN:
- HOT TAP WATER
- EATING FOOD THAT'S TOO HOT LIKE SOUP
- POTS OF HOT LIQUID SPILLING
- A GROWNUP'S CUP OF HOT COFFEE OR TEA
- TOASTER, MICROWAVE

USE A MICROWAVE OR TOASTER ONLY WITH A GROWNUP.

HELPFUL HINTS (STRATEGIES):

HOT LIQUID SCALDS ARE THE LEADING CAUSE OF BURN INJURIES TO YOUNG CHILDREN.

REINFORCE STOP, DROP AND ROLL.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
- ENJOYS ACTIVE PLAY, DANCES, RHYTHMS.
- CONSCIENCE IS GRADUALLY DEVELOPING.
- ENJOYS DRAMATIC PLAY AND STORIES.
- WANT TO SEE IMMEDIATE RESULTS.
- HAVE LITTLE CONCEPT OF TIME & SPACE.
- HAVE LIMITED ATTENTION SPAN (10-15 MIN.)
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

BEST COPY AVAILABLE

560-012
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING ELECTRICAL SAFETY

GRADE **KND**

REFERENCE # **560-013**

TARGET GROUP: **AGES 5-6 KINDERGARTEN**

SAFETY CATEGORY: **ELECTRICITY**

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

WHEN YOU TEACH ELECTRICAL SAFETY TO KINDERGARTNERS YOU SHOULD KEEP THE LESSONS FEW AND SIMPLE. START BY MAKING SURE THAT THE STUDENTS UNDERSTAND THE WORDS YOU ARE USING, FOR EXAMPLE, ELECTRIC OUTLETS OR RECEPTACLES OR SOCKETS. CHOOSE ONE OF THESE WORDS, SHOW THE STUDENTS WHAT YOU MEAN AND THEN DON'T INTERCHANGE THE WORD DURING YOUR LESSON.

DON'T PLAY WITH ELECTRIC OUTLETS OR APPLIANCES OR STICK ANYTHING IN AN OUTLET. PLUGGING THINGS IN SHOULD BE DONE ONLY BY GROWN-UPS.

DON'T TOUCH ELECTRIC CORDS. DON'T PUT ELECTRICAL CORDS IN YOUR MOUTH OR LET YOUR BROTHERS / SISTERS PUT CORDS IN THEIR MOUTHS.

LIGHT BULBS GET VERY HOT WHEN THEY ARE ON AND CAN HURT YOU VERY BADLY SO BE CAREFUL.

HELPFUL HINTS (STRATEGIES):

ELECTRIC CORDS (PREFERRED TERM)

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
- ENJOYS ACTIVE PLAY, DANCES, RHYTHMS.
- CONSCIENCE IS GRADUALLY DEVELOPING.
- ENJOYS DRAMATIC PLAY AND STORIES.
- WANT TO SEE IMMEDIATE RESULTS.
- HAVE LITTLE CONCEPT OF TIME & SPACE.
- HAVE LIMITED ATTENTION SPAN (10-15 MIN.)
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

560-013 BEHAVIOR REFER. #

6/6/99 LAST UPDATED

SUPPLEMENTARY THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING STOP, DROP AND ROLL

GRADE
KND

REFERENCE #
560-004

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
BURNS

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

UNDERSTANDING AND PRACTICING STOP, DROP AND ROLL AT THE KINDERGARTEN LEVEL INVOLVES THESE BASIC LESSONS: **IF YOU HAVE AN ACCIDENT AND YOUR CLOTHES CATCH ON FIRE, STOP, DROP & ROLL.**

STOP - DON'T RUN OR THE FIRE WILL GET BIGGER.

DROP - DOWN TO THE GROUND WHEREVER YOU ARE, RIGHT AWAY - THEN COVER YOUR FACE.

ROLL - BACK & FORTH CONTINUOUSLY UNTIL ALL THE FIRE IS OUT. REMEMBER --YOU MUST CONTINUE TO ROLL UNTIL THE FIRE IS OUT.

AFTER YOU STOP, DROP AND ROLL, TELL A GROWN-UP SO THEY CAN HELP YOU.

HELPFUL HINTS (STRATEGIES):

SHRINERS HOSPITAL HAS REPORTED THAT WHEN CHILDREN WERE ASKED IF THEY KNEW STOP, DROP & ROLL, MOST SAID THAT THEY UNDERSTOOD HOW TO DO STOP, DROP AND ROLL BUT THEY HAD NO ROOM WHERE THEIR CLOTHES CAUGHT FIRE TO DROP & ROLL.

ENCOURAGE THE CHILDREN TO SHOW THEIR CARE GIVERS AT HOME.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
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- CONSCIENCE IS GRADUALLY DEVELOPING.
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- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

THESE LESSONS SHOULD BE AN ACTIVITY DONE ON A CLEAN BLANKET, CARPET OR MAT. USE A PAPER OR FELT FLAME WITH VELCRO TO PUT ON CLOTHES. ANOTHER ACTIVITY COULD BE TO TAKE THE STUDENTS TO A MORE CONFINED SPACE, LIKE A SMALL KITCHEN AREA TO STOP, DROP AND ROLL. WHEN CHILDREN'S CLOTHES CATCH FIRE QUITE OFTEN THEY ARE IN AN AREA THAT IS TOO SMALL TO STOP, DROP AND ROLL THE WAY THEY HAVE BEEN TAUGHT. REINFORCE COVERING YOUR FACE AND NOT RUNNING WHEN THERE IS NO ROOM TO DROP AND ROLL.

560-004
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING FIRST-AID FOR BURNS

GRADE
KND

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
BURNS

REFERENCE #
560-014

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	**GLOSSARY**	**SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

THE FIRST-AID FOR BURNS AT THIS AGE SHOULD BE KEPT VERY SIMPLE, TEACHING ONLY THAT YOU SHOULD COOL A BURN AND TELL A GROWN-UP OR CALL 9-1-1.

THE REAL EMPHASIS SHOULD BE ON RECOGNIZING THINGS THAT CAN BURN YOU SO AS TO PREVENT THE BURNS IN THE FIRST PLACE. TALK ABOUT SUNBURNS AS BEING A MINOR BURN.

USE PICTURES OR FLASH CARDS TO SHOW SOME OF THE THINGS THAT CAN BURN CHILDREN THIS AGE SUCH AS:

PANS ON THE STOVE, COFFEE POTS, MICROWAVE OVENS, CURLING IRONS, HAIR DRYERS AND OTHER HOT BEVERAGES, BATH WATER, ELECTRICITY, CERTAIN CHEMICALS FOUND IN CLOSETS AND UNDER KITCHEN SINKS AND IN GARAGES.

USE COOL WATER ON A BURN FOR A LONG TIME.

HELPFUL HINTS (STRATEGIES):

DON'T SCARE THEM.
DON'T SHOW THEM PICTURES OF BURNS.
DON'T TALK ABOUT BURN TREATMENT.
DON'T TEACH COLD WATER OR ICE / ONLY COOL WATER.
TALK ABOUT HOW BURNS CAN OCCUR / SCALD BURNS.
SOME PREVENTION STRATEGIES:
ALWAYS RUN THE COLD WATER FIRST THEN THE HOT
DON'T REACH FOR THINGS ON THE COUNTER OR STOVE
DON'T STICK ANY THING INTO AN ELECTRICAL OUTLET (PLUG)

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
- ENJOYS ACTIVE PLAY, DANCES, RHYTHMS.
- CONSCIENCE IS GRADUALLY DEVELOPING.
- ENJOYS DRAMATIC PLAY AND STORIES.
- WANT TO SEE IMMEDIATE RESULTS.
- HAVE LITTLE CONCEPT OF TIME & SPACE.
- HAVE LIMITED ATTENTION SPAN (10-15 MIN.)
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

560-014
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING SMOKE DETECTORS / ALARMS

GRADE
KND

REFERENCE #
560-005

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
ALARMS

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

AT THE KINDERGARTEN LEVEL THE LESSONS TAUGHT TO THE STUDENTS SHOULD INCLUDE:
WHAT DOES A SMOKE ALARM OR DETECTOR LOOK LIKE AND SOUND LIKE ?
(BRING A WORKING SMOKE DETECTOR WITH YOU INTO THE CLASS ROOM)
WHEN A DETECTOR SOUNDS YOU MUST GET OUT AND STAY OUT.
WHEN A DETECTOR CHIRPS IT MEANS THAT THE BATTERY NEEDS TO BE REPLACED
(TELL YOUR PARENTS THAT SMOKE DETECTORS USE SQUARE BATTERIES NOT ROUND BATTERIES)
THE DETECTORS SHOULD BE TESTED BY A GROWNUP EVERY MONTH

HELPFUL HINTS (STRATEGIES):

REMEMBER SCHOOL NEWSLETTERS AND TEACHER MEMOS OR BROCHURES CAN BE USED TO GET INFORMATION ON SMOKE ALARMS OR SMOKE DETECTORS TO THE STUDENTS' PARENTS.

SMOKE ALARMS AND SMOKE DETECTORS ARE USED TO MEAN THE SAME THING. YOU CAN USE EITHER DETECTOR OR ALARM BUT TRY AND BE CONSISTENT SO YOU DON'T CONFUSE THE STUDENT.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
- ENJOYS ACTIVE PLAY, DANCES, RHYTHMS.
- CONSCIENCE IS GRADUALLY DEVELOPING.
- ENJOYS DRAMATIC PLAY AND STORIES.
- WANT TO SEE IMMEDIATE RESULTS.
- HAVE LITTLE CONCEPT OF TIME & SPACE.
- HAVE LIMITED ATTENTION SPAN (10-15 MIN.)
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

WHAT THE INSTRUCTOR SHOULD UNDERSTOOD ABOUT SMOKE ALARMS OR SMOKE DETECTORS: SMOKE DETECTORS MUST BE INSTALLED AT OR NEAR THE CEILING WITH IN 10 FEET FROM BED ROOM DOORS AND AT THE TOP AND BOTTOM OF STAIRWAYS ON EVERY LEVEL OF YOUR HOME. YOU SHOULD TEST THE DETECTOR AT LEAST MONTHLY. CHANGE THE BATTERIES WHEN YOU CHANGE YOUR CLOCKS IN THE SPRING OR FALL AND REPLACE THE DETECTOR AFTER TEN YEARS. THE NEWEST ADDITION OF THE BUILDING CODE REQUIRES NEW HOMES TO HAVE DETECTORS INSIDE EVERY BED ROOM.

560-005
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING ESCAPE PLANS

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
ESCAPE

GRADE
KND

REFERENCE #
560-006

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	**GLOSSARY**	**SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

AT THIS AGE GROUP THE LESSONS SHOULD BE FEW BUT WELL REINFORCED BY PRACTICE. FOR A COMPLETE LIST OF ITEMS FOR HOME ESCAPE, SEE BEHAVIOR REFERENCE # **1012-013.**

IF YOU HAVE A FIRE IN YOUR HOUSE, YOU MUST GET OUTSIDE FAST AND STAY OUTSIDE.
DON'T HIDE - GET OUTSIDE. AND STAY OUTSIDE
KNOW TWO WAYS OUT OF EACH ROOM IN YOUR HOUSE ESPECIALLY YOUR BEDROOM
STAY LOW TO THE FLOOR AND CRAWL LOW UNDER SMOKE.
ONCE OUTSIDE - GO TO A SPECIAL MEETING PLACE THAT YOUR FAMILY TALKED ABOUT BEFORE THE FIRE.
CALL 9-1-1 FROM A OUTSIDE THE HOUSE.

IMPORTANT......... IF YOU SLEEP IN MORE THAN ONE HOME YOU MUST HAVE AN ESCAPE PLAN IN EACH HOME AND PRACTICE IT WITH EVERYONE LIVING IN THAT HOUSE.

HELPFUL HINTS (STRATEGIES):

DO NOT TEACH THEM TO JUMP FROM WINDOWS.

NEVER USE AN ELEVATOR DURING A FIRE EMERGENCY.

DO NOT TEACH THEM TO BREAK WINDOWS. WINDOWS SHOULD BE OPENED, NOT BROKEN.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
- ENJOYS ACTIVE PLAY, DANCES, RHYTHMS.
- CONSCIENCE IS GRADUALLY DEVELOPING.
- ENJOYS DRAMATIC PLAY AND STORIES.
- WANT TO SEE IMMEDIATE RESULTS.
- HAVE LITTLE CONCEPT OF TIME & SPACE.
- HAVE LIMITED ATTENTION SPAN (10-15 MIN.)
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

560-006
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING CRAWL LOW UNDER SMOKE

GRADE
KND

REFERENCE #
560-007

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
ESCAPE

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

GOOD AIR IN A FIRE IS DOWN LOW CLOSE TO THE FLOOR - STAY LOW.

CRAWL LOW ON YOUR HANDS AND KNEES - NOT ON YOUR BELLY.

ROLL OUT OF BED - IF YOUR AWAKEN TO SMOKE DETECTORS SOUNDING.

SMOKE DETECTORS MUST WORK TO WARN YOU OF A FIRE.

IF THERE IS A FIRE - DON'T HIDE - GET OUT & STAY OUT.

HELPFUL HINTS (STRATEGIES):

DON'T TEACH CRAWL LOW IN SMOKE AND STOP, DROP AND ROLL IN THE SAME LESSON. THIS CAUSES GREAT CONFUSION.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
- ENJOYS ACTIVE PLAY, DANCES, RHYTHMS.
- CONSCIENCE IS GRADUALLY DEVELOPING.
- ENJOYS DRAMATIC PLAY AND STORIES.
- WANT TO SEE IMMEDIATE RESULTS.
- HAVE LITTLE CONCEPT OF TIME & SPACE.
- HAVE LIMITED ATTENTION SPAN (10-15 MIN.)
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

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560-007
BEHAVIOR REFER. #

11/18/96
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

REPORTING FIRES AND OTHER EMERGENCIES

GRADE
KND

REFERENCE #
560-008

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
EMERGENCIES

APPENDIX "A" CONTAINS THE
REFERENCE INFORMATION

APPENDIX "B" CONTAINS THE
GLOSSARY

APPENDIX "C" CONTAINS SOME
SAMPLE LESSON PLANS

LESSONS TO TEACH (OBJECTIVES):

EVEN VERY SMALL CHILDREN CAN GET HELP IN AN EMERGENCY BY PRESSING 9 1 1 ON A TELEPHONE (PHONE). ANY PHONE THAT HAS A DIAL TONE CAN BE USED TO DIAL 9 1 1.

WHEN DO YOU CALL 9 1 1: **TO REPORT A FIRE... TO SAVE A LIFE...** OR **TO STOP A CRIME...**

EXPLAIN WHAT WILL HAPPEN WHEN THE CHILD MAKES THE CALL:

SOMEONE WILL ANSWER THE TELEPHONE AND ASK A LOT OF EASY QUESTIONS AND ALL THEY HAVE TO DO IS STAY ON THE PHONE AND ANSWER THE QUESTIONS.

IT IS IMPORTANT TO TEACH THE CHILD TO NEVER HANG UP THE TELEPHONE IF THEY CALL 9 1 1. (THIS WILL ALLOW THE DISPATCHER TO LISTEN TO ANY NOISES IN THE BACKGROUND TO DETERMINE WHAT IS HAPPENING AND PERHAPS HOW SERIOUS THE EMERGENCY MIGHT BE.

TRY NOT TO TEACH TOO MANY BEHAVIORS AT ONE TIME WITH THIS AGE GROUP. INTERACT WITH THE CHILDREN AS THE "FRIENDLY FIREFIGHTER" AND GET INVITED BACK TO TEACH THE OTHER ESSENTIAL BEHAVIORS TARGETED AT THIS AGE GROUP.

YOU CAN SHOW WHERE PULL STATIONS ARE, EXPLAIN WHAT THEY ARE USED FOR AND WHEN TO USE IT.

HELPFUL HINTS (STRATEGIES):

TRY AND SEND THE CHILDREN HOME WITH 9-1-1 STICKERS TO GIVE TO THEIR PARENTS... EVEN IF THE CHILD DECIDES TO WEAR THE STICKER INSTEAD OF TAKING IT HOME, HE / SHE WILL STILL BENEFIT FROM THE REINFORCEMENT OF SEEING THE NUMBERS 9-1-1

BRING A FIRE ALARM MANUAL"PULL STATION" TO THE CLASS FOR THEM TO SEE AND TRY.

REVIEW WHAT AN EMERGENCY IS: (FROM GLOSSARY)

1. A serious situation or occurrence that happens unexpectedly and demands immediate action.
2. A condition of urgent need for action or assistance.
3. When someone needs help.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
- ENJOYS ACTIVE PLAY, DANCES, RHYTHMS.
- CONSCIENCE IS GRADUALLY DEVELOPING.
- ENJOYS DRAMATIC PLAY AND STORIES.
- WANT TO SEE IMMEDIATE RESULTS.
- HAVE LITTLE CONCEPT OF TIME & SPACE.
- HAVE LIMITED ATTENTION SPAN (10-15 MIN.)
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

560-008
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

IDENTIFYING EXIT SIGNS & KNOWING TWO WAYS OUT OF PUBLIC PLACES

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
EXITS

GRADE
KND

REFERENCE #
560-009

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

AT THIS AGE, YOU SHOULD KEEP YOUR LESSONS SHORT, SIMPLE AND DON'T TEACH TOO MANY BEHAVIORS AT ONE TIME. COME BACK MORE OFTEN AND TEACH .

ALL PUBLIC PLACES MUST HAVE EXIT SIGNS AND THEY ARE USUALLY WHITE WITH RED LETTERS.THEY ARE LOCATED HIGH ON THE WALL AND DIRECT YOU TO AN EXIT. THESE SIGNS ARE USUALLY LIGHTED OR WILL GLOW IN THE DARK. THIS IS SO YOU CAN FIND THE DOOR EVEN WHEN THE ROOM IS DARK.

THE WORD EXIT MEANS " A WAY TO GET OUT " YOU SHOULD HAVE TWO WAYS OUT (EXITS) WHERE EVER YOU ARE.

WHEN YOU GO TO A PLACE THAT YOU HAVE NEVER BEEN BEFORE, YOU SHOULD LOOK AROUND THE ROOM UP HIGH FOR THE EXIT SIGNS SO THAT YOU KNOW AT LEAST TWO WAYS OUT IF THERE IS AN EMERGENCY.

EXIT SIGNS ARE NOT OVER ELEVATORS BECAUSE ELEVATORS ARE NOT SAFE TO TAKE IN AN EMERGENCY.

HELPFUL HINTS (STRATEGIES):

ALWAYS TRY AND SHOW THE CHILDREN WHAT THE EXIT SIGN LOOKS LIKE...

TAKE THEM ON AN IN SCHOOL FIELD TRIP TO SHOW THEM FIRE PROTECTION EQUIPMENT (THINGS THAT ARE RED) LIKE PULL STATIONS, EXIT SIGNS ETC.

HAVE THEM COLOR AN EXIT SIGN. IF YOU NEED TO YOU CAN TRACE A SIGN IN YOUR BUILDING.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
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- CONSCIENCE IS GRADUALLY DEVELOPING.
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- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

560-009
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

RESPONDING CORRECTLY TO FIRE & EMERGENCY DRILLS

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
ESCAPE

GRADE
KND

REFERENCE #
560-010

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

AT THIS AGE FIRE DRILLS SHOULD BE CONDUCTED AT SCHOOL AND AT HOME, SO THAT THE CHILD CAN BE TAUGHT THE CORRECT THINGS TO DO IN THE EVENT OF A REAL EMERGENCY. (SEE 345-005 UNDERSTANDING ESCAPE PLANS FOR HOME)

AT SCHOOL: WHEN THE ALARM SOUNDS THE STUDENTS SHOULD IMMEDIATELY STOP EVERYTHING THAT THEY ARE DOING LOOK FOR THE TEACHER OR A GROWN-UP FOR ANY INSTRUCTIONS AND THEN LINE UP AT THE CLASSROOM DOOR WHILE REMAINING QUIET SO THEY CAN LISTEN FOR ANY CHANGING INSTRUCTIONS.FOLLOWING THE TEACHER OR GROWN-UP THEY SHOULD LEAVE QUIETLY AND QUICKLY TO THE EXIT AND THEN TO THEIR MEETING PLACE OUTSIDE THE SCHOOL. THE MEETING PLACE SHOULD BE WELL AWAY FROM WHERE THE FIRE TRUCKS HAVE TO MANEUVER. IT IS IMPORTANT TO STAY TOGETHER AND REMAIN QUIET SO THAT THE TEACHER CAN TAKE ATTENDANCE AND TO REPORT ANYONE MISSING. YOU SHOULD REINFORCE THAT EVERY TIME THE ALARM SOUNDS YOU MUST EXIT FIRST AND ASK QUESTIONS LATER, THIS IS THE BEHAVIOR THAT YOU ARE REALLY TEACHING. (UNANNOUNCED DRILLS ARE ONLY FOR TESTING WHAT YOU HAVE ALREADY TAUGHT. IF YOU HAVEN'T TAUGHT THE BEHAVIOR DON'T TEST IT.) EXPLAIN THAT SIGNS THAT ARE RED AND THINGS THAT ARE RED ON BUILDINGS ARE FOR USE IN EMERGENCIES SUCH AS FIRE ALARM PULL STATIONS, EXIT SIGNS, ALARM BELLS... THIS CAN BE HELPFUL IN TEACHING HOW STUDENTS CAN REPORT A FIRE ON THEIR OWN.

HELPFUL HINTS (STRATEGIES):

WHEN AN ALARM SOUNDS (EVERY TIME AN ALARM SOUNDS) YOU MUST GO TO THE NEAREST SAFE EXIT, GET OUT AND THEN STAY OUT -

GO TO YOUR MEETING PLACE
IF YOU ARE SEPARATED FROM A GROUP, GET OUT ON YOUR OWN AND TELL A TEACHER THAT YOU WERE SEPARATED.

EXPLAIN THAT EXITS CAN BE BLOCKED BY SMOKE OR FIRE OR SOMETHING ELSE THAT MAY REQUIRE YOU TO GO TO YOUR ALTERNATE EXIT.

BE SURE AND TEACH (OR REMIND) STUDENTS TO NEVER USE AN ELEVATOR DURING A FIRE ALARM OR DURING A FIRE

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
- ENJOYS ACTIVE PLAY, DANCES, RHYTHMS.
- CONSCIENCE IS GRADUALLY DEVELOPING.
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- HAVE LITTLE CONCEPT OF TIME & SPACE.
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- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

REVIEW THE ESCAPE PLANS THAT ARE IN EFFECT FOR THE BUILDING (CLASS ROOM) THAT YOU ARE TEACHING IN PRIOR TO TEACHING THE LESSON. THIS WILL ALLOW YOU TO ANSWER ANY QUESTIONS THAT MIGHT BE ASKED DURING THE LESSON. EXPLAIN THAT ELEVATORS SHOULD NEVER BE USED IN A FIRE EMERGENCY, NOT BECAUSE THE CABLE CAN BURN THROUGH BUT BECAUSE THE SHAFT ACTS AS A CHIMNEY CARRYING HEAT AND SMOKE UP IT AND BECAUSE THE CAR CAN GET CALLED TO THE FLOOR THAT IS ON FIRE AND OPEN LEAVING YOU TRAPPED.

560-010
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING TRANSPORTATION SAFETY (BUS & SEAT BELT SAFETY)

GRADE
KND
REFERENCE #
560-015

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
TRANSPORTATION

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

BUS SAFETY: STAY SEATED ON THE BUS; NO HORSEPLAY ON THE BUS; LISTEN TO THE BUS DIVER AND FOLLOW DIRECTIONS.

PEDESTRIAN: LOOK BOTH WAYS BEFORE CROSSING THE STREET; CROSS ONLY WITH A GROWN UP.

BIKE: WEAR A HELMET WHEN RIDING YOUR BIKE.

CAR: ALWAYS WEAR A SAFETY BELT WHEN RIDING IN THE CAR; DO NOT HANG OUT THE WINDOW WHEN THE CAR IS MOVING.

PEDESTRIAN: DO NOT CROSS THE STREET WITHOUT A GROWNUP OR OLDER PERSON; LEARN WHAT THE LIGHTS ON TRAFFIC LIGHTS MEAN; LOOK BOTH WAYS BEFORE CROSSING THE STREET.

HELPFUL HINTS (STRATEGIES):

CHECK TO SEE IF THIS LESSON IS TAUGHT BY POLICE SAFETY OFFICER OR HEALTH EDUCATOR.

STRESS PERSONAL SAFETY. FOR EXAMPLE: USE WRIST GUARDS WHEN SKATE BOARDING

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
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- WANT TO SEE IMMEDIATE RESULTS.
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- HAVE LIMITED ATTENTION SPAN (10-15 MIN.)
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

560-015
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING POISON PREVENTION & TOBACCO

GRADE
KND

REFERENCE #
560-016

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
POISON

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

DO NOT PUT ANY THING IN YOUR MOUTH IF A GROWN-UP DIDN'T GIVE IT TO YOU TO EAT.

DO NOT TASTE, TOUCH OR SMELL THINGS UNLESS A GROWN-UP HAS GIVEN YOU PERMISSION TO DO SO.

HAVE THE CLASS MAKE A LIST OF POISONS THAT THEY KNOW OF. (SMOKE IS A POISON) (MANY THINGS OUTSIDE CAN BE POISONOUS LIKE LEAVES, PLANTS AND NUTS)

HELPFUL HINTS (STRATEGIES):

IT MIGHT BE BEST TO HAVE PARENTS TAKE THEIR CHILDREN AROUND THE HOUSE AND POINT OUT THINGS THAT COULD BE POISONS..

INVOLVE THE PARENTS BUT EDUCATE THEM FIRST WITH BROCHURES AND APPROPRIATE LITERATURE.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
- ENJOYS ACTIVE PLAY, DANCES, RHYTHMS.
- CONSCIENCE IS GRADUALLY DEVELOPING.
- ENJOYS DRAMATIC PLAY AND STORIES.
- WANT TO SEE IMMEDIATE RESULTS.
- HAVE LITTLE CONCEPT OF TIME & SPACE.
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- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

THIS BEHAVIOR COULD BE TAUGHT WITH MATCH AND LIGHTER SAFETY AND / OR ESCAPE PLANS TO THIS TARGET GROUP

560-016
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

CELEBRATING HALLOWEEN SAFELY

GRADE
KND

REFERENCE #
560-017

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
HOLIDAY SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

SEVERAL SIMPLE LESSONS CAN BE TAUGHT TO THIS AGE GROUP.

EMPHASIS SHOULD BE PLACED ON NOT SCARING THEM BUT INSURING THEY ARE AWARE OF ALL SAFETY CONCERNS.

ALWAYS TRICK OR TREAT WITH AN ADULT.

NEVER CROSS THE STREET WITHOUT AN ADULT AND ALWAYS LOOK BEFORE CROSSING.

DON'T GO NEAR LIT CANDLES AND PUMPKINS BECAUSE YOUR CLOTHES MAY CATCH FIRE. IF YOUR CLOTHES CATCH FIRE, STOP, DROP AND ROLL.

NEVER EAT CANDY UNTIL YOUR PARENTS HAVE CHECKED IT FIRST.

USE A FLASHLIGHT TO LIGHT YOUR WAY, NEVER A CANDLE.

NEVER GO INSIDE A STRANGER'S HOUSE, WAIT OUTSIDE.

DON'T GO NEAR STRANGE DOGS OR PEOPLE.

HELPFUL HINTS (STRATEGIES):

- YOU SHOULD BE SENDING INFORMATION HOME WITH THE CHILDREN. MAKE SURE TO SEND INFO HOME TO PARENTS, ESPECIALLY ABOUT FIRE-RETARDANT COSTUMES.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
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- CONSCIENCE IS GRADUALLY DEVELOPING.
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- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

BEST COPY AVAILABLE

560-017
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

CELEBRATING WINTER HOLIDAYS SAFELY

GRADE
KND

REFERENCE #
560-018

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
HOLIDAY SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

KEEP THE MESSAGES SIMPLE FOR THIS GROUP, CONCENTRATE ON BURN PREVENTION AND MATCH AND LIGHTER SAFETY.

DON'T PLAY WITH MATCHES LIGHTERS, OR CANDLES. ONLY ADULTS LIGHT CANDLES.

DON'T HORSEPLAY AROUND KITCHEN AREA AND FIREPLACES.

BE CAREFUL OF HOT LIQUIDS AND LIT CANDLES.

REMIND MOM AND DAD TO WATER CHRISTMAS TREE AND TO TURN OUT ALL LIGHTS AND CANDLES BEFORE LEAVING HOUSE OR GOING TO BED.

DON'T LET MOM AND DAD BLOCK DOORWAYS & HALLWAYS WITH DECORATIONS, TREES OR PRESENTS.

ASK MOM AND DAD TO CHECK ALL SMOKE DETECTORS TO MAKE SURE THEY ARE WORKING.

DON'T USE OR GO NEAR FIREWORKS, THEY ARE DANGEROUS.

DON'T TOUCH OR USE SHARP KNIVES.

REVIEW STOP, DROP AND ROLL.

HELPFUL HINTS (STRATEGIES):

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
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- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

REFER TO BEHAVIORS
 560-033 MATCH AND LIGHTER SAFETY
 560-004 STOP DROP AND ROLL
REVIEW SAFETY CATEGORIES INVOLVING ESCAPE AND EXITS

BEHAVIOR DESCRIPTION:

UNDERSTANDING SNOW RECREATION SAFETY

GRADE
KND

REFERENCE #
560-019

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
OUTDOOR SAFETY

APPENDIX "A" CONTAINS THE
REFERENCE INFORMATION

APPENDIX "B" CONTAINS THE
GLOSSARY

APPENDIX "C" CONTAINS SOME
SAMPLE LESSON PLANS

LESSONS TO TEACH (OBJECTIVES):

ENCOURAGE THE USE OF A HELMET WHEN SLEDDING.
YOU SHOULDN'T SLED AFTER DARK OR WHEN VISIBILITY IS BAD, LIKE WHEN IT'S SNOWING.
REVIEW REPORTING EMERGENCIES.
SLEDDING DOWN HILLS THAT ARE NEAR ROADS, STREETS AND AROUND TREES CAN BE DANGEROUS.
DON'T DOUBLE UP ON A SLED UNLESS IT'S MADE FOR TWO OR MORE.
SLED IN WIDE OPEN AREAS.
DO ENCOURAGE GOOD SAFETY HABITS AND HAVING A GOOD TIME.

HELPFUL HINTS (STRATEGIES):

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
- ENJOYS ACTIVE PLAY, DANCES, RHYTHMS.
- CONSCIENCE IS GRADUALLY DEVELOPING.
- ENJOYS DRAMATIC PLAY AND STORIES.
- WANT TO SEE IMMEDIATE RESULTS.
- HAVE LITTLE CONCEPT OF TIME & SPACE.
- HAVE LIMITED ATTENTION SPAN (10-15 MIN.)
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

560-019
BEHAVIOR REFER. #

4/14/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

CELEBRATING BIRTHDAYS SAFELY

GRADE
KND

REFERENCE #
560-020

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
HOLIDAY SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

DON'T PLAY WITH MATCHES, LIGHTERS OR CANDLES.

MATCHES ARE TOOLS AND NOT TOYS.

SHARP KNIVES ARE ONLY TO BE HANDLED BY ADULTS. ONLY ADULTS SHOULD CUT THE CAKE

THERE MUST BE NO HORSEPLAY AROUND LIT CANDLES. NEVER REACH OVER CANDLES. (LIT CANDLES SHOULD NEVER BE PICKED UP OR CARRIED BY CHILDREN).]

ALL BIRTHDAY PARTY GAMES SHOULD BE DONE UNDER ADULT SUPERVISION.

ALL WRAPPING PAPER SHOULD BE THROWN OUT AS TRASH AND NOT BURNED IN THE FIREPLACE OR ANYWHERE ELSE.

HELPFUL HINTS (STRATEGIES):

SOMEWHERE IN THE ROOM. MAKE A NOTE OF WHO HAD MOST RECENT BIRTHDAY.

TEACH THEM WITH THINGS THAT ARE HOT AND COLD.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
- ENJOYS ACTIVE PLAY, DANCES, RHYTHMS.
- CONSCIENCE IS GRADUALLY DEVELOPING.
- ENJOYS DRAMATIC PLAY AND STORIES.
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- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

NFPA PRESCHOOL PROGRAM HAS A CASSETTE WITH THREE SONGS ON IT:
HOT THINGS CAN BURN YOU.
COOL WATER
MATCH AND LIGHTER SAFETY

560-020
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING DISABILITIES AND SAFETY

GRADE
KND

REFERENCE #
560-021

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
COMMUNITY SERVICE

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

CHILDREN WITH DISABILITIES AND CHILDREN WITHOUT DISABILITIES NEED TRAINING IN STOP, DROP AND ROLL (OR ALTERNATIVE METHODS OF BURN PREVENTION.

YOU CAN HELP SOMEONE IN A WHEELCHAIR STOP, DROP AND ROLL: IF THEIR CLOTHES CATCH FIRE. FIRST HELP THEM TO THE GROUND AND DO STOP, DROP AND ROLL. OR USE A JACKET, BLANKET OR TOWEL TO SMOTHER THE FLAMES.

TELL AN ADULT OR HELP SOMEONE WHENEVER SOMEONE WITH A DISABILITY NEEDS HELP.

PEOPLE WITH DISABILITIES ARE JUST LIKE EVERYONE ELSE AND HAVE THE SAME FEELINGS AS YOU DO SO TREAT THEM POLITELY.

HELPFUL HINTS (STRATEGIES):

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
- ENJOYS ACTIVE PLAY, DANCES, RHYTHMS.
- CONSCIENCE IS GRADUALLY DEVELOPING.
- ENJOYS DRAMATIC PLAY AND STORIES.
- WANT TO SEE IMMEDIATE RESULTS.
- HAVE LITTLE CONCEPT OF TIME & SPACE.
- HAVE LIMITED ATTENTION SPAN (10-15 MIN.)
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

WE NEED TO HELP CHILDREN WITH DISABILITIES TO FEEL PRO-ACTIVE IN TIMES OF CRISIS. THEY SHOULD BE GIVEN THE OPPORTUNITY TO LEARN THE LIFE SAVING SKILLS THAT ARE APPROPRIATE WITHIN THE SCOPE OF THEIR PARTICULAR DISABILITY. WE SHOULD BE CAREFUL NOT TO INCREASE THEIR SENSE OF HELPLESSNESS AND DEPENDENCY ON OTHERS. THIS IS AN EXCELLENT LESSON ON PROBLEM SOLVING FOR THE WHOLE CLASS.

560-021
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING YOUR PERSONAL AND COMMUNITY ROLE IN SAFETY

GRADE
KND

REFERENCE #
560-022

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
COMMUNITY SERVICE

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

IF YOU SEE A FIRE OR EMERGENCY, TELL AN ADULT OR CALL 911.

DON'T PLAY WITH MATCHES, LIGHTERS OR CANDLES.

ASK MOM & DAD REMEMBER TO TEST AND MAINTAIN THEIR SMOKE DETECTORS.

HELP TEACH YOUNGER CHILDREN WHAT TO DO DURING A FIRE.

REMIND MOM & DAD TO MAKE A HOME ESCAPE PLAN.

UNCHANGED FROM PRESCHOOL.

HELPFUL HINTS (STRATEGIES):

WHO IS A GOOD PERSON TO TELL?

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
- ENJOYS ACTIVE PLAY, DANCES, RHYTHMS.
- CONSCIENCE IS GRADUALLY DEVELOPING.
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- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

560-022
BEHAVIOR REFER. #

11/18/96
LAST UPDATED

66

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION
CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING ICE SAFETY

GRADE
KND

REFERENCE #
560-023

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
OUTDOOR SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

ONLY GO NEAR ICE WITH AN ADULT, SUPERVISED.
ANY WATER ON ICE IS DANGEROUS, DON'T GO ON THAT ICE.
STAY AWAY FROM CRACKS IN THE ICE.
STAY WARM - STAY DRY. WEAR LOTS OF WARM CLOTHING.
CALL 9-1-1 OR GET AN ADULT IF YOU SEE SOMEONE WHO HAS FALLEN THROUGH THE ICE.

HELPFUL HINTS (STRATEGIES):

HYPOTHERMIA- KEEP IT SIMPLE. IF YOU START TO SHIVER THEN YOU ARE TOO COLD. TIME TO GO IN AND GET WARM.

DON'T CALL 9-1-1 TO ASK IF THE ICE IS SAFE TO GO ON.

CONTINUOUS COLD FOR SEVERAL WEEKS IS NEEDED TO HAVE SAFE ICE.

DEVELOPMENTAL INFORMATION:

- NEEDS ATTENTION, AFFECTION AND PRAISE.
- LIKES REPETITIVE ACTIVITY.
- USES PLAY,ART,MEDIA AS COMMUNICATION TOOLS.
- SMALL MUSCLE CONTROL STILL DEVELOPING.
- HAND-EYE COORDINATION IS DIFFICULT.
- TIRES EASILY; NEED HELP TO PACE THEMSELVES.
- ENJOYS ACTIVE PLAY, DANCES, RHYTHMS.
- CONSCIENCE IS GRADUALLY DEVELOPING.
- ENJOYS DRAMATIC PLAY AND STORIES.
- WANT TO SEE IMMEDIATE RESULTS.
- HAVE LITTLE CONCEPT OF TIME & SPACE.
- HAVE LIMITED ATTENTION SPAN (10-15 MIN.)
- CAN DEAL WITH ONLY ONE OR TWO BASIC CONCEPTS.
- ARE EASILY SCARED; DON'T USE FRIGHTENING WORDS.
- HAVE DIFFICULTY WITH NEW GROWN-UPS; MAINTAIN EYE CONTACT &POSITION YOURSELF AT THEIR LEVEL.

TEACHER'S NOTES:

YOU CAN COMBINE THIS BEHAVIOR WITH SNOW RECREATION AND / OR REPORTING FIRES AND OTHER EMERGENCIES, AT THIS THIS TARGET GROUP.

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING WATER SAFETY

TARGET GROUP:
AGES 5-6 KINDERGARTEN

SAFETY CATEGORY:
OUTDOOR SAFETY

GRADE
KND

REFERENCE #
560-024

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

SWIMMING SAFETY: ONLY GO NEAR WATER WITH AN ADULT. GO TO AREAS THAT ARE SUPERVISED BY ADULTS OR LIFE GUARDS. AND FOLLOW THE RULES OF THE SWIMMING AREA.
USE THE BUDDY SYSTEM WHEN SWIMMING IN CASE YOU NEED HELP.

POOL GATES SHOULD BE LOCKED AT ALL TIMES. IF YOU SEE A GATE TO A POOL AREA THAT IS UNLOCKED, GO TELL A GROWN UP .
DO NOT GO IN THE WATER DURING A LIGHTNING STORM.
ROUGH WATER COULD CARRY YOU AWAY FROM SHORE.
IF SOMEONE GETS IN TROUBLE, CALL 911 OR GET A GROWN UP RIGHT AWAY.

BOATING SAFETY: ALWAYS STAY SEATED WHEN RIDING IN A BOAT AND ALWAYS WEAR A LIFE PRESERVER. DON'T DO ANYTHING TO DISTRACT THE BOAT DRIVER. DON'T SWIM OR GO NEAR WATER DURING BAD OR STORMY WEATHER AND LIGHTNING STORMS.

HELPFUL HINTS (STRATEGIES):

LIFE JACKETS SHOULD BE WORN AT THIS AGE. DO NOT CONFUSE LIFE JACKETS WITH BLOW UP FLOATING TOYS. LIFE JACKETS OR P.F.D.'S (PERSONAL FLOTATION DEVICES) MUST BE OF THE CORRECT TYPE AND SIZE FOR THE PERSON WEARING IT. LOOK FOR THE PROPER APPROVAL FROM THE U.S. COAST GUARD.

KNOW WHERE THE CLOSEST PLACE TO CALL 9 1 1 IS. THIS COULD BE IN A POOL HOUSE OR A LIFE GUARD STAND OR FROM SOMEONE NEARBY THAT HAS A CELLULAR PHONE. ON A BOAT IT COULD BE A MARINE RADIO OR CITIZENS BAND RADIO.

CHILDREN THIS AGE SHOULD TAKE SWIMMING LESSONS. THE LOCAL RED CROSS OR YMCA MAY OFFER THEM.

MENTION SUN BURNS AND SUN BLOCK.

DEVELOPMENTAL INFORMATION:

- EXTREMELY EGOCENTRIC (CENTER OF ATTENTION)
- VOCABULARY IS RAPIDLY EXPANDING.
- HAS GREAT DEAL OF ENERGY, EXPLOSIVE AT TIMES.
- ENJOYS DETAILS AND MEMORIZATION.
- DISLIKES BEING SINGLED OUT, EVEN FOR PRAISE.
- ATTENTION SPAN 15-25 MINS.
- SHORT VIDEOS MAY BE USED (8-10 MINS.).
- EYE-HAND COORDINATION IS IMPROVING.
- CAN BE VERY DRAMATIC, LIKES TO USE HANDS.
- ARE INQUISITIVE, WILL ASK ENDLESS QUESTIONS.
- POSSESSES A " KNOW IT ALL " ATTITUDE.
- REQUIRE VERY CONCRETE EXAMPLES.
- TEND TOWARD BOSSINESS & DARING.
- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

THIS BEHAVIOR CAN BE TAUGHT IN CONJUNCTION WITH SEVERE STORMS, BURNS, AND ICE SAFETY.
DID YOU KNOW THAT A CHILD CAN DROWN IN ONE INCH OF WATER ???

560-024
BEHAVIOR REFER. #

5/16/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
678-001	ESSENTIAL	AGES 6-8 FIRST & SECOND GRADES	RECOGNIZE THE FIREFIGHTER AS A COMMUNITY HELPER
678-002	ESSENTIAL	AGES 6-8 FIRST & SECOND GRADES	UNDERSTANDING SAFETY WORDS
678-003	ESSENTIAL	AGES 6-8 FIRST & SECOND GRADES	UNDERSTANDING " WHAT IS FIRE ? "
678-004	ESSENTIAL	AGES 6-8 FIRST & SECOND GRADES	UNDERSTANDING AND PRACTICING MATCH & LIGHTER SAFETY (FIRE TOOLS)
678-005	ESSENTIAL	AGES 6-8 FIRST & SECOND GRADES	UNDERSTANDING AND PRACTICING STOP, DROP AND ROLL
678-006	ESSENTIAL	AGES 6-8 FIRST & SECOND GRADES	PRACTICING FIRE SAFETY AROUND HEATING SOURCES
678-007	ESSENTIAL	AGES 6-8 FIRST & SECOND GRADES	UNDERSTANDING SMOKE DETECTORS / ALARMS
678-008	ESSENTIAL	AGES 6-8 FIRST & SECOND GRADES	UNDERSTANDING AND PRACTICING ESCAPE PLANS
678-009	ESSENTIAL	AGES 6-8 FIRST & SECOND GRADES	UNDERSTANDING AND PRACTICING CRAWL LOW UNDER SMOKE
678-010	ESSENTIAL	AGES 6-8 FIRST & SECOND GRADES	IDENTIFYING EXIT SIGNS & KNOWING TWO WAYS OUT OF PUBLIC PLACES
678-011	ESSENTIAL	AGES 6-8 FIRST & SECOND GRADES	RESPONDING CORRECTLY TO FIRE & EMERGENCY DRILLS
678-012	ESSENTIAL	AGES 6-8 FIRST & SECOND GRADES	REPORTING FIRES AND OTHER EMERGENCIES
678-013	SUPPLEMENTARY	AGES 6-8 FIRST & SECOND GRADES	PARTICIPATING IN HOME HAZARD INSPECTIONS
678-014	SUPPLEMENTARY	AGES 6-8 FIRST & SECOND GRADES	UNDERSTANDING AND PRACTICING COOKING SAFETY
678-015	SUPPLEMENTARY	AGES 6-8 FIRST & SECOND GRADES	UNDERSTANDING AND PRACTICING ELECTRICAL SAFETY
678-016	SUPPLEMENTARY	AGES 6-8 FIRST & SECOND GRADES	UNDERSTANDING AND PRACTICING FIRST-AID FOR BURNS
678-017	SUPPLEMENTARY	AGES 6-8 FIRST & SECOND GRADES	UNDERSTANDING TRANSPORTATION SAFETY (BUS, SEAT BELT & BICYCLE)
678-018	ESSENTIAL	AGES 6-8 FIRST & SECOND GRADES	UNDERSTANDING AND PRACTICING POISON PREVENTION & TOBACCO

REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
678-019	SUPPLEMENTARY	AGES 6-8 FIRST & SECOND GRADES	UNDERSTANDING **CULTURAL FIRE SAFETY** ISSUES
678-020	SUPPLEMENTARY	AGES 6-8 FIRST & SECOND GRADES	CELEBRATING **BIRTHDAYS** SAFELY
678-021	SUPPLEMENTARY	AGES 6-8 FIRST & SECOND GRADES	CELEBRATING **HALLOWEEN** SAFELY
678-022	SUPPLEMENTARY	AGES 6-8 FIRST & SECOND GRADES	CELEBRATING **WINTER HOLIDAYS** SAFELY
678-023	SUPPLEMENTARY	AGES 6-8 FIRST & SECOND GRADES	UNDERSTANDING **SNOW RECREATION** SAFETY
678-024	SUPPLEMENTARY	AGES 6-8 FIRST & SECOND GRADES	CELEBRATING **INDEPENDENCE DAY** SAFELY
678-025	SUPPLEMENTARY	AGES 6-8 FIRST & SECOND GRADES	UNDERSTANDING AND PRACTICING **WATER SAFETY**
678-026	SUPPLEMENTARY	AGES 6-8 FIRST & SECOND GRADES	UNDERSTANDING **CAMPING AND HIKING SAFETY**
678-027	SUPPLEMENTARY	AGES 6-8 FIRST & SECOND GRADES	UNDERSTANDING AND SURVIVING **SEVERE STORMS**
678-028	SUPPLEMENTARY	AGES 6-8 FIRST & SECOND GRADES	UNDERSTANDING **DISABILITIES AND SAFETY**
678-029	SUPPLEMENTARY	AGES 6-8 FIRST & SECOND GRADES	UNDERSTANDING YOUR **PERSONAL AND COMMUNITY ROLE IN SAFETY**
678-030	SUPPLEMENTARY	AGES 6-8 FIRST & SECOND GRADES	UNDERSTANDING AND PRACTICING ICE SAFETY

70

BEHAVIOR DESCRIPTION:

RECOGNIZE THE FIREFIGHTER AS A COMMUNITY HELPER

GRADE
1&2

REFERENCE #
678-001

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
COMMUNITY SERVICE

APPENDIX "A" CONTAINS THE
REFERENCE INFORMATION

APPENDIX "B" CONTAINS THE
GLOSSARY

APPENDIX "C" CONTAINS SOME
SAMPLE LESSON PLANS

LESSONS TO TEACH (OBJECTIVES):

FIREFIGHTERS HELP PEOPLE IN THE COMMUNITY.

FIREFIGHTERS GO TO ALL KINDS OF EMERGENCIES
(FIRST AID, CAR ACCIDENTS, BRUSH FIRES, BUILDING FIRES, HURRICANES, TORNADOES & FLOODS.

FIREFIGHTERS USE SPECIAL GEAR - DISCUSS AND PUT ON COAT, BOOTS, PANTS, HOOD, GLOVES, HELMET, S.C.B.A. AND MASK DURING TALK. DON'T BE AFRAID OF IT.
IF YOU'RE LOST OR IN TROUBLE, YOU CAN ALWAYS GO TO A FIRE STATION OR POLICE STATION FOR HELP.

- FIREFIGHTERS ARE TEACHING TOO !
- FIREFIGHTERS ARE STUDENTS TOO!
- EXPLAIN OTHER HOBBIES, ORGANIZATIONS, PERSONALIZE

TRY AND GET THE TEACHER INVOLVED. HAVE THE TEACHER PUT ON THE FIRE GEAR... THIS ALSO MAKES A GREAT PHOTO OPPORTUNITY......

HELPFUL HINTS (STRATEGIES):

BRING GEAR

DON'T ARRIVE IN YOUR GEAR
USE APPROPRIATE WORDS - DON'T USE STRUCTURE, APPARATUS, OR OTHER WORDS THAT THE CHILD WON'T UNDERSTAND

CHILDREN SHOULD NOT WEAR CONTAMINATED GEAR OR FIREFIGHTERS HELMETS. THERE ARE DOCUMENTED CASES OF NECK DAMAGE TO CHILDREN WHO WEAR THESE HEAVY HELMETS

DEVELOPMENTAL INFORMATION:

- EXTREMELY EGOCENTRIC (CENTER OF ATTENTION)
- VOCABULARY IS RAPIDLY EXPANDING.
- HAS GREAT DEAL OF ENERGY, EXPLOSIVE AT TIMES.
- ENJOYS DETAILS AND MEMORIZATION.
- DISLIKES BEING SINGLED OUT, EVEN FOR PRAISE.
- ATTENTION SPAN 15-25 MINS.
- SHORT VIDEOS MAY BE USED (8-10 MINS.).
- EYE-HAND COORDINATION IS IMPROVING.
- CAN BE VERY DRAMATIC, LIKES TO USE HANDS.
- ARE INQUISITIVE, WILL ASK ENDLESS QUESTIONS.
- POSSESSES A " KNOW IT ALL " ATTITUDE.
- REQUIRE VERY CONCRETE EXAMPLES.
- TEND TOWARD BOSSINESS & DARING.
- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

BEST COPY AVAILABLE

678-001
BEHAVIOR REFER. #

2/3/97
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING SAFETY WORDS

GRADE
1&2

REFERENCE #
678-002

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
GENERAL FIRE SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

KNOW WHAT A SMOKE DETECTOR IS AND HOW IT WORKS.

KNOW WHAT EXIT MEANS - - A WAY OUT OF A BUILDING.
FLAMMABLE MEANS SOMETHING THAT WILL CATCH ON FIRE EASILY.
KNOW WHAT AN EMERGENCY IS AND HOW TO REPORT ONE. (AN EMERGENCY IS WHEN SOMEONE IS IN TROUBLE AND NEEDS HELP RIGHT AWAY)
YOU CAN KEEP THE CHILDREN'S INTEREST BY BRINGING IN VARIOUS FIRE FIGHTING TOOLS AND ASKING THE CHILDREN THE CORRECT NAME OF THE TOOL.
LIST OF SAFETY WORDS EXPANDS -- SMOKE DETECTOR...EXIT...EMERGENCY...HELMET...AX...COAT...TRUCK...SMOKE...FIRE... WATER...HOSE...HEAT...HAZARD (OK FOR THIS AGE GROUP) MATCHES / LIGHTERS, MEETING PLACE , ESCAPE.

FIRE EDUCATORS TOOL BOX SHOULD CONTAIN : SCISSORS , GLUE STICKS, ETC.

HELPFUL HINTS (STRATEGIES):

INCORPORATE VOCABULARY INTO OTHER LESSONS.

GOOD INITIAL LESSONS OR HAVE TEACHER DO AHEAD OF TIME.

GOOD TIME TO REINFORCE CONCEPT OF HOT & NOT HOT, WHAT CAN GET HOT.

DEVELOPMENTAL INFORMATION:

- EXTREMELY EGOCENTRIC (CENTER OF ATTENTION)
- VOCABULARY IS RAPIDLY EXPANDING.
- HAS GREAT DEAL OF ENERGY, EXPLOSIVE AT TIMES.
- ENJOYS DETAILS AND MEMORIZATION.
- DISLIKES BEING SINGLED OUT, EVEN FOR PRAISE.
- ATTENTION SPAN 15-25 MINS.
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- EYE-HAND COORDINATION IS IMPROVING.
- CAN BE VERY DRAMATIC, LIKES TO USE HANDS.
- ARE INQUISITIVE, WILL ASK ENDLESS QUESTIONS.
- POSSESSES A " KNOW IT ALL " ATTITUDE.
- REQUIRE VERY CONCRETE EXAMPLES.
- TEND TOWARD BOSSINESS & DARING.
- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

678-002
BEHAVIOR REFER. #

2/3/97
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

UNDERSTANDING " WHAT IS FIRE ? "

GRADE
1&2

REFERENCE #
678-003

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
GENERAL FIRE SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

TEACHING WHAT IS FIRE SHOULD BE A BASIC INGREDIENT OF EVERY PROGRAM TO BE EFFECTIVE.

WE HAVE BEEN TEACHING FOR YEARS HOW TO REACT, (STOP, DROP & ROLL) HOW TO PREVENT, (HUNT FOR HOME HAZARDS, BUT DO WE REALLY TEACH THEM WHY?

CHILDREN ARE FASCINATED BY FIRES' BRIGHT, SHINY, WARM APPEARANCE.

THEY ARE NATURALLY CURIOUS ABOUT THIS OBJECT THAT WE SEE EVERY DAY, USE EVERYWHERE, KEEPS US WARM, GIVES US LIGHT, YET WE CANNOT TOUCH IT !! THEY JUST WANT TO KNOW WHAT IT IS IN MOST CASES.

WE NEED TO HELP ELIMINATE THAT CURIOSITY FACTOR AND GIVE THEM A BETTER UNDERSTANDING OF WHAT FIRE REALLY IS.

USE EXAMPLES OF FUEL THEY CAN RELATE TO. I.E.CAMPFIRE WOOD, PAPER, CLOTHING, FURNITURE, TOYS OR ASK THEM FOR EXAMPLES. USE HEAT FORMS THEY WILL UNDERSTAND. I.E. MATCHES, CANDLES, TOASTER, IRON, WOOD STOVE/FIREPLACE.

EXPLAINING THAT FIRE NEEDS AIR TO BREATHE AND GROW JUST LIKE THEY DO MAY HELP. HAVE THEM HOLD THEIR BREATH. THEY WILL RECOGNIZE THAT THEY NEED TO BREATHE TO STAY ALIVE AND FIRE IS THE SAME WAY.

HELPFUL HINTS (STRATEGIES):

TEACHING A VERY BASIC FIRE TRIANGLE USING PICTURES THAT THEY CAN RELATE TO WILL HELP THEM TO UNDERSTAND HOW FIRE IS CREATED BY BRINGING ELEMENTS OR OBJECTS TOGETHER.

SPECIFICALLY THREE: HEAT, FUEL, AIR.

THE MOST DIFFICULT TO DESCRIBE IS AIR BECAUSE IT CANNOT BE SEEN. BE CREATIVE.

FILL A BALLOON AND RELEASE THE AIR.

DEVELOPMENTAL INFORMATION:

- EXTREMELY EGOCENTRIC (CENTER OF ATTENTION)
- VOCABULARY IS RAPIDLY EXPANDING.
- HAS GREAT DEAL OF ENERGY, EXPLOSIVE AT TIMES.
- ENJOYS DETAILS AND MEMORIZATION.
- DISLIKES BEING SINGLED OUT, EVEN FOR PRAISE.
- ATTENTION SPAN 15-25 MINS.
- SHORT VIDEOS MAY BE USED (8-10 MINS.).
- EYE-HAND COORDINATION IS IMPROVING.
- CAN BE VERY DRAMATIC, LIKES TO USE HANDS.
- ARE INQUISITIVE, WILL ASK ENDLESS QUESTIONS.
- POSSESSES A " KNOW IT ALL " ATTITUDE.
- REQUIRE VERY CONCRETE EXAMPLES.
- TEND TOWARD BOSSINESS & DARING.
- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

IF YOU HAVE NOT USED MATCH AND LIGHTER SAFETY IN PRIOR YEARS, YOU MAY HAVE TO VISIT THIS BEHAVIOR IN CONJUNCTION WITH THIS LESSON.

BEING EXPLICIT ABOUT FIRE, GOOD FIRE VS. BAD FIRE, SHOULD GO A LONG WAY IN MAKING THIS PHENOMENON REAL TO THIS AGE GROUP.

678-003
BEHAVIOR REFER. #

8/27/97
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING MATCH & LIGHTER SAFETY (FIRE TOOLS)

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
BURNS

GRADE
1&2

REFERENCE #
678-004

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	GLOSSARY	SAMPLE LESSON PLANS

LESSONS TO TEACH (OBJECTIVES):

IT IS RECOMMENDED THAT THE LESSONS FOR FIRST GRADE BE BASICALLY THE SAME AS FOR THE PRE SCHOOL AND KINDERGARTEN TARGET GROUPS. HOWEVER, THE LESSON FOR THE SECOND GRADE CHANGES TO "GIVE MATCHES AND LIGHTERS TO A GROWN-UP" INSTEAD OF "GO TELL A GROWN-UP". IT IS FELT THAT A SECOND GRADER COULD BE RESPONSIBLE FOR HIM / HER SELF TO THIS EXTENT. THIS GIVES YOU THE OPPORTUNITY TO DISCUSS THEIR PERSONAL ROLE IN SAFETY.

EXPLAIN TO THE STUDENT HOW THEY CAN HELP THEIR YOUNGER BROTHERS AND SISTERS BY BEING RESPONSIBLE ENOUGH TO TAKE AWAY ANYTHING DANGEROUS AND GIVE IT TO A GROWN-UP OR AT LEAST TELL A GROWN-UP IF CHILDREN ARE PLAYING WITH ANYTHING THAT CAN HURT THEM OR SOMEONE ELSE..

1- **MATCHES AND LIGHTERS ARE TOOLS FOR GROWN UPS**
(GIVE EXAMPLES OF TOOLS THAT THEIR PARENTS MIGHT HAVE AROUND THE HOME)
2- **IT'S OK NOT TO KEEP SECRETS IF SOMEONE IS PLAYING WITH MATCHES OR A LIGHTER**

HELPFUL HINTS (STRATEGIES):

NOTE: THE LESSONS ARE BASICALLY UNCHANGED FROM THE PRESCHOOL LESSONS. IF YOU HAVE ALREADY TAUGHT THESE LESSONS TO THE SAME STUDENTS AS PRESCHOOLERS OR KINDERGARTNERS, USE THIS AS A REVIEW AND COVER OTHER BEHAVIORS.

IT WORKS: IN A SECOND GRADE CLASS AN EMPTY LIGHTER COULD BE PLANTED UNDER A STUDENTS SEAT PRIOR TO THE CLASS TO SEE WHAT KIND OF A RESPONSE IT WOULD GET.

IF YOU TRY THIS, MAKE SURE THAT THE LIGHTER IS EMPTY AND DON'T LOSE TRACK OF IT. ALSO, MAKE SURE THE TEACHER IS AWARE AND APPROVES OF THIS ACTIVITY.......

DEVELOPMENTAL INFORMATION:

- EXTREMELY EGOCENTRIC (CENTER OF ATTENTION)
- VOCABULARY IS RAPIDLY EXPANDING.
- HAS GREAT DEAL OF ENERGY, EXPLOSIVE AT TIMES.
- ENJOYS DETAILS AND MEMORIZATION.
- DISLIKES BEING SINGLED OUT, EVEN FOR PRAISE.
- ATTENTION SPAN 15-25 MINS.
- SHORT VIDEOS MAY BE USED (8-10 MINS.).
- EYE-HAND COORDINATION IS IMPROVING.
- CAN BE VERY DRAMATIC, LIKES TO USE HANDS.
- ARE INQUISITIVE, WILL ASK ENDLESS QUESTIONS.
- POSSESSES A " KNOW IT ALL " ATTITUDE.
- REQUIRE VERY CONCRETE EXAMPLES.
- TEND TOWARD BOSSINESS & DARING.
- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

YOU CAN COMBINE THIS BEHAVIOR WITH:
678-029 UNDERSTANDING YOUR PERSONAL AND COMMUNITY ROLE IN FIRE SAFETY
678-005 UNDERSTANDING AND PRACTICING STOP DROP AND ROLL
678-016 UNDERSTANDING AND PRACTICING FIRST-AID FOR BURNS

678-004
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING STOP, DROP AND ROLL

GRADE

1&2

REFERENCE #

678-005

TARGET GROUP:

AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:

BURNS

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

UNDERSTANDING AND PRACTICING STOP, DROP AND ROLL AT THE FIRST AND SECOND GRADE LEVEL INVOLVES THESE BASIC LESSONS: **IF YOU HAVE AN ACCIDENT AND YOUR CLOTHES CATCH ON FIRE, STOP, DROP & ROLL.**

STOP - DON'T RUN OR THE FIRE WILL GET BIGGER.

DROP - DOWN TO THE GROUND WHEREVER YOU ARE, RIGHT AWAY - THEN COVER YOUR FACE.

ROLL - BACK & FORTH CONTINUOUSLY UNTIL ALL THE FIRE IS OUT. REMEMBER --YOU MUST CONTINUE TO ROLL UNTIL THE FIRE IS OUT.

AFTER YOU STOP, DROP AND ROLL, TELL A GROWN-UP SO THEY CAN HELP YOU.

HELPFUL HINTS (STRATEGIES):

IN **FIRST GRADE** FOCUS ON SELF-PRESERVATION

IN **SECOND GRADE** FOCUS ON ASSISTING OTHERS.

SHRINERS HOSPITAL HAS REPORTED THAT WHEN CHILDREN WERE ASKED IF THEY KNEW STOP, DROP & ROLL, MOST SAID THAT THEY UNDERSTOOD HOW TO DO STOP, DROP AND ROLL BUT THEY HAD NO ROOM WHERE THEIR CLOTHES CAUGHT FIRE TO DROP & ROLL.

ENCOURAGE THE CHILDREN TO SHOW THEIR CARE GIVERS AT HOME.

DEVELOPMENTAL INFORMATION:

- EXTREMELY EGOCENTRIC (CENTER OF ATTENTION)
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- HAS GREAT DEAL OF ENERGY, EXPLOSIVE AT TIMES.
- ENJOYS DETAILS AND MEMORIZATION.
- DISLIKES BEING SINGLED OUT, EVEN FOR PRAISE.
- ATTENTION SPAN 15-25 MINS.
- SHORT VIDEOS MAY BE USED (8-10 MINS.).
- EYE-HAND COORDINATION IS IMPROVING.
- CAN BE VERY DRAMATIC, LIKES TO USE HANDS.
- ARE INQUISITIVE, WILL ASK ENDLESS QUESTIONS.
- POSSESSES A " KNOW IT ALL " ATTITUDE.
- REQUIRE VERY CONCRETE EXAMPLES.
- TEND TOWARD BOSSINESS & DARING.
- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

THESE LESSONS SHOULD BE AN ACTIVITY DONE ON A CLEAN BLANKET, CARPET OR MAT. USE A PAPER OR FELT FLAME WITH VELCRO TO PUT ON CLOTHES. ANOTHER ACTIVITY COULD BE TO TAKE THE STUDENTS TO A MORE CONFINED SPACE, LIKE A SMALL KITCHEN AREA TO STOP, DROP AND ROLL. WHEN CHILDREN'S CLOTHES CATCH FIRE QUITE OFTEN THEY ARE IN AN AREA THAT IS TOO SMALL TO STOP, DROP AND ROLL THE WAY THEY HAVE BEEN TAUGHT. REINFORCE COVERING YOUR FACE AND NOT RUNNING WHEN THERE IS NO ROOM TO DROP AND ROLL.

678-005
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION
CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

PRACTICING FIRE SAFETY AROUND HEATING SOURCES

GRADE
1&2

REFERENCE #
678-006

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
GENERAL FIRE SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

IDENTIFY HEATING SOURCES IN THE HOUSE (WHAT'S HOT AND WHAT'S NOT)

SAFETY :

- KEEP THINGS AWAY FROM HEATING SOURCES
- KEEP YOURSELF A SAFE DISTANCE - WHICH IS 3 STEPS
  (INTRODUCE CIRCLE OF SAFETY CONCEPT IF IT SEEMS APPROPRIATE)

BE SENSITIVE TO TYPE OF HOUSING OF STUDENTS LIVE IN: (I.E. MOBILE HOMES, APARTMENTS, 3 -DECKERS, CONDOS, SINGLE FAMILY HOMES)

TALK ABOUT WHAT CAN HAPPEN IF YOU GET TOO CLOSE.

HELPFUL HINTS (STRATEGIES):

EXAMPLES OF HEATING SOURCES . . .

KITCHEN - TOASTERS, STOVES, MICROWAVES, OVENS

BATHROOM - CURLING IRON, DRYERS, HOT WATER

HOME - HEATER, FIREPLACE, WOOD STOVE, ELECTRIC BLANKET, IRON

BASEMENT - FURNACE, HOT WATER HEATER.

DEVELOPMENTAL INFORMATION:

- EXTREMELY EGOCENTRIC (CENTER OF ATTENTION)
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- HAS GREAT DEAL OF ENERGY, EXPLOSIVE AT TIMES.
- ENJOYS DETAILS AND MEMORIZATION.
- DISLIKES BEING SINGLED OUT, EVEN FOR PRAISE.
- ATTENTION SPAN 15-25 MINS.
- SHORT VIDEOS MAY BE USED (8-10 MINS.).
- EYE-HAND COORDINATION IS IMPROVING.
- CAN BE VERY DRAMATIC, LIKES TO USE HANDS.
- ARE INQUISITIVE, WILL ASK ENDLESS QUESTIONS.
- POSSESSES A " KNOW IT ALL " ATTITUDE.
- REQUIRE VERY CONCRETE EXAMPLES.
- TEND TOWARD BOSSINESS & DARING.
- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

WHAT TO DO : STOP, DROP AND ROLL , TELL AN ADULT, COOL A BURN

678-006
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING SMOKE DETECTORS / ALARMS

GRADE
1&2

REFERENCE #
678-007

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
ALARMS

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

AT THE FIRST AND SECOND GRADE LEVEL THE LESSONS TAUGHT TO THE STUDENTS SHOULD INCLUDE:

WHAT DOES A SMOKE ALARM OR DETECTOR LOOK LIKE AND SOUND LIKE ?
(BRING A WORKING SMOKE DETECTOR WITH YOU INTO THE CLASS ROOM)
WHEN A DETECTOR SOUNDS YOU MUST GET OUT AND STAY OUT. (DON'T HIDE, DON'T STAY INSIDE)
WHEN A DETECTOR CHIRPS IT MEANS THAT THE BATTERY NEEDS TO BE REPLACED
(TELL YOUR PARENTS THAT SMOKE DETECTORS USE SQUARE BATTERIES NOT ROUND BATTERIES)
THE DETECTORS SHOULD BE TESTED BY A GROWNUP EVERY MONTH
THE DETECTORS SHOULD HAVE THEIR BATTERIES REPLACED TWICE A YEAR WHEN YOUR CLOCKS GET CHANGED

HELPFUL HINTS (STRATEGIES):

EXPLAIN THAT THE DETECTOR CONSTANTLY SMELLS FOR SMOKE.. THAT IS WHY DETECTORS ARE SO IMPORTANT, BECAUSE PEOPLE LOOSE THEIR SENSE OF SMELL WHEN THEY SLEEP.

TIE THESE LESSONS TO MAKING AND USING ESCAPE PLANS.

DEVELOPMENTAL INFORMATION:

- EXTREMELY EGOCENTRIC (CENTER OF ATTENTION)
- VOCABULARY IS RAPIDLY EXPANDING.
- HAS GREAT DEAL OF ENERGY, EXPLOSIVE AT TIMES.
- ENJOYS DETAILS AND MEMORIZATION.
- DISLIKES BEING SINGLED OUT, EVEN FOR PRAISE.
- ATTENTION SPAN 15-25 MINS.
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- POSSESSES A " KNOW IT ALL " ATTITUDE.
- REQUIRE VERY CONCRETE EXAMPLES.
- TEND TOWARD BOSSINESS & DARING.
- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

WHAT THE INSTRUCTOR SHOULD UNDERSTOOD ABOUT SMOKE ALARMS OR SMOKE DETECTORS: SMOKE DETECTORS MUST BE INSTALLED AT OR NEAR THE CEILING WITH IN 10 FEET FROM BED ROOM DOORS AND AT THE TOP AND BOTTOM OF STAIRWAYS ON EVERY LEVEL OF YOUR HOME. YOU SHOULD TEST THE DETECTOR AT LEAST MONTHLY, CHANGE THE BATTERIES WHEN YOU CHANGE YOUR CLOCKS IN THE SPRING OR FALL AND REPLACE THE DETECTOR AFTER TEN YEARS. THE NEWEST ADDITION OF THE BUILDING CODE REQUIRES NEW HOMES TO HAVE DETECTORS INSIDE EVERY BED ROOM.

678-007
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING ESCAPE PLANS

GRADE **1&2**

REFERENCE # **678-008**

TARGET GROUP: **AGES 6-8 FIRST & SECOND GRADES**

SAFETY CATEGORY: **ESCAPE**

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

LISTED BELOW ARE THE ITEMS NECESSARY TO BE UNDERSTOOD BY THIS AGE GROUP :
RECOGNIZE WORKING SMOKE DETECTORS ARE THE FIRST STEP PART OF HOME ESCAPE PLAN. TEST AND MAINTAIN SMOKE DETECTORS IN YOUR HOME. KNOW 2 WAYS OUT OF EVERY ROOM OF YOUR HOUSE, ESPECIALLY THE BEDROOM. KNOW HOW TO OPEN ALL WINDOWS AND DOOR LOCKS AT HOME. WHEN DETECTOR SOUNDS, ROLL OUT OF BED CRAWL UNDER SMOKE.
CHECK CLOSED DOORS BEFORE OPENING THEM (BACK OF HAND). DON'T OPEN HOT DOORS. 2ND EXIT - WINDOW - OPEN WINDOW - AND CALL FOR HELP. USE A PILLOWCASE OR PIECE ON CLOTHING TO WAVE OUT THE WINDOW FOR HELP.
DON'T HIDE, GET OUTSIDE AND STAY OUTSIDE.. GO TO A MEETING PLACE YOUR FAMILY MADE BEFORE THE FIRE. THIS SHOULD BE IN AN AREA THAT THE FIRE DEPARTMENT CAN SEE YOU IMMEDIATELY WHEN THEY ARRIVE TO HELP. HAVE SOMEONE CALL 9 1 1 FROM NEIGHBORS HOUSE. NEVER CALL 911 FROM INSIDE A BURNING HOUSE UNLESS YOU ARE TRAPPED.
IMPORTANT......... IF YOU SLEEP IN MORE THAN ONE HOME YOU MUST HAVE AN ESCAPE PLAN IN EACH HOME AND PRACTICE IT WITH EVERYONE LIVING IN THAT HOUSE.

HELPFUL HINTS (STRATEGIES):

DEVELOPMENTAL INFORMATION:

- EXTREMELY EGOCENTRIC (CENTER OF ATTENTION)
- VOCABULARY IS RAPIDLY EXPANDING.
- HAS GREAT DEAL OF ENERGY, EXPLOSIVE AT TIMES.
- ENJOYS DETAILS AND MEMORIZATION.
- DISLIKES BEING SINGLED OUT, EVEN FOR PRAISE.
- ATTENTION SPAN 15-25 MINS.
- SHORT VIDEOS MAY BE USED (8-10 MINS.).
- EYE-HAND COORDINATION IS IMPROVING.
- CAN BE VERY DRAMATIC, LIKES TO USE HANDS.
- ARE INQUISITIVE, WILL ASK ENDLESS QUESTIONS.
- POSSESSES A " KNOW IT ALL " ATTITUDE.
- REQUIRE VERY CONCRETE EXAMPLES.
- TEND TOWARD BOSSINESS & DARING.
- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

678-008 BEHAVIOR REFER. #

6/6/99 LAST UPDATED

ESSENTIAL THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING CRAWL LOW UNDER SMOKE

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
ESCAPE

GRADE
1&2

REFERENCE #
678-009

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

GOOD AIR IN A FIRE IS DOWN LOW CLOSE TO THE FLOOR - STAY LOW.

WHEN THE SMOKE DETECTOR GOES OFF & WAKES YOU UP, ROLL OUT OF BED. CRAWL ON YOUR HANDS AND KNEES, NOT YOUR BELLY AND GO TO THE DOOR OR OUTSIDE.

IN A FIRE, SMOKE AND HEAT WILL RISE TO THE CEILING AND CLEANER AIR WILL BE CLOSE TO THE FLOOR. GOOD AIR IN A FIRE IS DOWN LOW CLOSE TO THE FLOOR - STAY LOW.

TEST ALL CLOSED DOORS WITH THE BACK OF YOUR HAND.

GET OUTSIDE AND STAY OUTSIDE AT YOUR SPECIAL MEETING PLACE.

DON'T OPEN HOT DOORS AND NEVER HIDE IN A CLOSET OR UNDER THE BED.

HELPFUL HINTS (STRATEGIES):

SAFETY OF CRAWLING SO YOU DON'T FALL OVER.

REFER TO WHAT IS FIRE / LESSON ON SMOKE.

KIDS OFTEN HIDE IN CLOSETS/ UNDER BEDS / REMIND CRAWL / GET OUT.

CATS AND DOGS ALREADY CRAWLING AT NIGHT

DEMO USING BLANKET / SHEET AS LEVEL OF SMOKE FOR KIDS TO CRAWL UNDER TO EXIT.

IF YOU'VE TAUGHT STOP, DROP AND ROLL ALREADY, REVIEW WHEN TO STOP, DROP AND ROLL AND WHEN TO CRAWL LOW UNDER SMOKE.

DEVELOPMENTAL INFORMATION:

- EXTREMELY EGOCENTRIC (CENTER OF ATTENTION)
- VOCABULARY IS RAPIDLY EXPANDING.
- HAS GREAT DEAL OF ENERGY, EXPLOSIVE AT TIMES.
- ENJOYS DETAILS AND MEMORIZATION.
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- POSSESSES A " KNOW IT ALL " ATTITUDE.
- REQUIRE VERY CONCRETE EXAMPLES.
- TEND TOWARD BOSSINESS & DARING.
- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

79

678-009
BEHAVIOR REFER. #

11/18/96
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

IDENTIFYING EXIT SIGNS & KNOWING TWO WAYS OUT OF PUBLIC PLACES

GRADE
1&2

REFERENCE #
678-010

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
EXITS

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	GLOSSARY	SAMPLE LESSON PLANS

LESSONS TO TEACH (OBJECTIVES):

AT THIS AGE, YOU SHOULD BE ABLE TO USE EXIT AS A VOCABULARY WORD OR HAVE THEM COUNT THE EXITS IN THE SCHOOL FOR MATH.

ALL PUBLIC PLACES MUST HAVE EXIT SIGNS AND THEY ARE USUALLY RED. THEY ARE LOCATED HIGH ON THE WALL AND DIRECT YOU TO AN EXIT. THESE SIGNS ARE USUALLY LIGHTED OR WILL GLOW IN THE DARK. THIS IS SO YOU CAN FIND THE DOOR EVEN WHEN THE ROOM IS DARK..

THE WORD EXIT MEANS " A WAY TO GET OUT " YOU SHOULD HAVE TWO WAYS OUT (EXITS) WHERE EVER YOU ARE.

WHEN YOU GO TO A PLACE THAT YOU HAVE NEVER BEEN BEFORE, YOU SHOULD LOOK AROUND THE ROOM UP HIGH FOR THE EXIT SIGNS SO THAT YOU KNOW AT LEAST TWO WAYS OUT IF THERE IS AN EMERGENCY. ASK THE STUDENTS TO LIST PLACES WHERE THEY HAVE BEEN THAT HAVE EXIT SIGNS

EXIT SIGNS ARE NOT OVER ELEVATORS BECAUSE ELEVATORS ARE NOT SAFE TO TAKE IN AN EMERGENCY.

IF AT HOME OR IN SCHOOL, GO TO SPECIAL MEETING PLACE UPON EXITING BUILDING DURING AN EMERGENCY.

HELPFUL HINTS (STRATEGIES):

VOCABULARY - EXIT

SUGGESTED ACTIVITY - COLOR EXIT SIGNS AND TAKE HOME AND PUT OVER 1ST AND 2ND WAYS OUT AT HOME.

DEVELOPMENTAL INFORMATION:

- EXTREMELY EGOCENTRIC (CENTER OF ATTENTION)
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- ENJOYS DETAILS AND MEMORIZATION.
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- TEND TOWARD BOSSINESS & DARING.
- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

678-010
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

RESPONDING CORRECTLY TO FIRE & EMERGENCY DRILLS

GRADE
1&2

REFERENCE #
678-011

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
ESCAPE

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

AT THIS AGE FIRE DRILLS SHOULD BE CONDUCTED AT SCHOOL AND AT HOME, SO THAT THE CHILD CAN BE TAUGHT THE CORRECT THINGS TO DO IN THE EVENT OF A REAL EMERGENCY. (SEE 345-005 UNDERSTANDING ESCAPE PLANS FOR HOME)

AT SCHOOL: WHEN THE ALARM SOUNDS THE STUDENTS SHOULD IMMEDIATELY STOP EVERYTHING THAT THEY ARE DOING LOOK FOR THE TEACHER OR A GROWN-UP FOR ANY INSTRUCTIONS AND THEN LINE UP AT THE CLASSROOM DOOR WHILE REMAINING QUIET SO THEY CAN LISTEN FOR ANY CHANGING INSTRUCTIONS.FOLLOWING THE TEACHER OR GROWN-UP THEY SHOULD LEAVE QUIETLY AND QUICKLY TO THE EXIT AND THEN TO THEIR MEETING PLACE OUTSIDE THE SCHOOL. THE MEETING PLACE SHOULD BE WELL AWAY FROM WHERE THE FIRE TRUCKS HAVE TO MANEUVER. IT IS IMPORTANT TO STAY TOGETHER AND REMAIN QUIET SO THAT THE TEACHER CAN TAKE ATTENDANCE AND TO REPORT ANYONE MISSING. YOU SHOULD REINFORCE THAT EVERY TIME THE ALARM SOUNDS YOU MUST EXIT FIRST AND ASK QUESTIONS LATER, THIS IS THE BEHAVIOR THAT YOU ARE REALLY TEACHING. (UNANNOUNCED DRILLS ARE ONLY FOR TESTING WHAT YOU HAVE ALREADY TAUGHT. IF YOU HAVEN'T TAUGHT THE BEHAVIOR DON'T TEST IT.) EXPLAIN THAT SIGNS THAT ARE RED AND THINGS THAT ARE RED ON BUILDINGS ARE FOR USE IN EMERGENCIES SUCH AS FIRE ALARM PULL STATIONS, EXIT SIGNS, ALARM BELLS... THIS CAN BE HELPFUL IN TEACHING HOW STUDENTS CAN REPORT A FIRE ON THEIR OWN.

HELPFUL HINTS (STRATEGIES):

WHEN AN ALARM SOUNDS (EVERY TIME AN ALARM SOUNDS) YOU MUST GO TO THE NEAREST SAFE EXIT, GET OUT AND THEN STAY OUT -

GO TO YOUR MEETING PLACE
IF YOU ARE SEPARATED FROM A GROUP, GET OUT ON YOUR OWN AND TELL A TEACHER THAT YOU WERE SEPARATED.

EXPLAIN THAT EXITS CAN BE BLOCKED BY SMOKE OR FIRE OR SOMETHING ELSE THAT MAY REQUIRE YOU TO GO TO YOUR ALTERNATE EXIT.

BE SURE AND TEACH (OR REMIND) STUDENTS TO NEVER USE AN ELEVATOR DURING A FIRE ALARM OR DURING A FIRE

DEVELOPMENTAL INFORMATION:

- EXTREMELY EGOCENTRIC (CENTER OF ATTENTION)
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- HAS GREAT DEAL OF ENERGY, EXPLOSIVE AT TIMES.
- ENJOYS DETAILS AND MEMORIZATION.
- DISLIKES BEING SINGLED OUT, EVEN FOR PRAISE.
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- SHORT VIDEOS MAY BE USED (8-10 MINS.).
- EYE-HAND COORDINATION IS IMPROVING.
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- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

REVIEW THE ESCAPE PLANS THAT ARE IN EFFECT FOR THE BUILDING (CLASS ROOM) THAT YOU ARE TEACHING IN PRIOR TO TEACHING THE LESSON. THIS WILL ALLOW YOU TO ANSWER ANY QUESTIONS THAT MIGHT BE ASKED DURING THE LESSON. EXPLAIN THAT ELEVATORS SHOULD NEVER BE USED IN A FIRE EMERGENCY, NOT BECAUSE THE CABLE CAN BURN THROUGH BUT BECAUSE THE SHAFT ACTS AS A CHIMNEY CARRYING HEAT AND SMOKE UP IT AND BECAUSE THE CAR CAN GET CALLED TO THE FLOOR THAT IS ON FIRE AND OPEN LEAVING YOU TRAPPED.

678-011
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

REPORTING FIRES AND OTHER EMERGENCIES

GRADE
1&2

REFERENCE #
678-012

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
EMERGENCIES

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

IN CASE OF FIRE - GET OUT OF HOUSE. IF YOUR HOUSE IS ON FIRE, CALL FROM OUTSIDE OF THE HOUSE.
TALK ABOUT MAKING AN EMERGENCY CALL **9 1 1** OR PUSH **0** FOR THE OPERATOR..
DONT HANG UP UNTIL THE DISPATCHER DOES OR UNTIL YOU ARE TOLD TO.
GIVE NAME, ADDRESS OF EMERGENCY, TYPE OF EMERGENCY AND THE TELEPHONE NUMBER IF POSSIBLE.
SPEAK CALMLY AND CLEARLY. .....WAIT FOR THE DISPATCHER TO REPEAT THE ADDRESS.
FIRE ALARM BOXES ARE OK TO PULL ---FOR EMERGENCIES.
IF YOU PULL THE ALARM TELL A GROWN-UP OR THE FIREFIGHTERS WHERE THE PROBLEM IS WHEN THEY GET THERE. (DO NOT STAY IN A BUILDING THAT HAS A FIRE IN IT, GO TO YOUR MEETING PLACE OUTSIDE THE BUILDING).
FIRE SAFETY WORD - **EMERGENCY.** DISCUSS TYPES OF EMERGENCIES
WHAT IS AN EMERGENCY ?
REPORTING A FIRE MEANS TELLING A GROWNUP THERE IS A FIRE. OR SMOKE
TELL THE GROWN-UP EVEN IF YOU STARTED IT. ......TELL EVEN WHEN YOU KNOW WHO STARTED IT.
REPORTING IS PART OF THE CHILD'S ROLE IN COMMUNITY. HELP KEEP OTHERS SAFE.

HELPFUL HINTS (STRATEGIES):

USE THIS LESSON TO TEACH KIDS THEIR HOME ADDRESS AND PHONE #

NOTE - KEEP IN MIND EVEN THE CHILD WHO STARTS A FIRE NEEDS TO UNDERSTAND HOW IMPORTANT IT IS TO REPORT A FIRE.

2 PART LESSON - HOW TO MAKE THE CALL & THE CONCEPT OF REPORTING

SUGGESTED ACTIVITIES - ROLE PLAYING.

SEE UNDERSTANDING DISABILITIES

T.D.Y. FOR DEAF.

DEVELOPMENTAL INFORMATION:

- EXTREMELY EGOCENTRIC (CENTER OF ATTENTION)
- VOCABULARY IS RAPIDLY EXPANDING.
- HAS GREAT DEAL OF ENERGY, EXPLOSIVE AT TIMES.
- ENJOYS DETAILS AND MEMORIZATION.
- DISLIKES BEING SINGLED OUT, EVEN FOR PRAISE.
- ATTENTION SPAN 15-25 MINS.
- SHORT VIDEOS MAY BE USED (8-10 MINS.).
- EYE-HAND COORDINATION IS IMPROVING.
- CAN BE VERY DRAMATIC, LIKES TO USE HANDS.
- ARE INQUISITIVE, WILL ASK ENDLESS QUESTIONS.
- POSSESSES A " KNOW IT ALL " ATTITUDE.
- REQUIRE VERY CONCRETE EXAMPLES.
- TEND TOWARD BOSSINESS & DARING.
- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

678-012
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

PARTICIPATING IN HOME HAZARD INSPECTIONS

GRADE
1&2

REFERENCE #
678-013

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
GENERAL FIRE SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

EXPLAIN WHAT HAZARDS ARE -
(FIRE SAFETY WORD: HAZARD
ALTERNATE: DANGER - UNSAFE

THINGS THAT CAN HURT YOU. . . I.E. TOO MANY PLUGS IN OUTLET
GASOLINE INSIDE HOUSE....POISONS UNDER SINK...POT HANDLES...DANGLING CORD...LEAVING MATCH & LIGHTER OUT ON TEACHER'S DESK...BLOCKED EXIT...NO BATTERIES IN SMOKE DETECTORS...CIGARETTE IN ASH TRAY AT EDGE OF TABLE WITH TRASH CAN UNDER IT.
ASK THEM TO LOOK FOR THINGS AT HOME........(MORE 2ND GRADE ACTIVITY THEN 1ST... SEE HELPFUL HINTS)

HELPFUL HINTS (STRATEGIES):

DON'T GET TOO TECHNICAL - K I S S (KEEP IT SIMPLE)

GOAL ACTIVITY: HAZARDS - SET UP IN CLASSROOM FOR KIDS TO FIND. KEEP TO MAX - 10 ITEMS WITH THIS AGE GROUP.

SEND A LIST HOME TO DO AS A FAMILY ACTIVITY SO THAT A GROWN-UP MIGHT CORRECT THE PROBLEMS FOUND.

DEVELOPMENTAL INFORMATION:

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- TEND TOWARD BOSSINESS & DARING.
- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING COOKING SAFETY

GRADE
1&2

REFERENCE #
678-014

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
COOKING

APPENDIX "A" CONTAINS THE
REFERENCE INFORMATION

APPENDIX "B" CONTAINS THE
GLOSSARY

APPENDIX "C" CONTAINS SOME
SAMPLE LESSON PLANS

LESSONS TO TEACH (OBJECTIVES):

IDENTIFY WHAT CAN GET HOT IN THE KITCHEN

- COOKED FOOD
- HOT WATER
- COFFEE MAKER
- TOASTER
- FOOD IN THE MICROWAVE
- DISHWASHER
- OVEN
- STOVE

WHAT COULD HAPPEN. . . .

- COOL A BURN WITH COOL WATER AND NOTHING ELSE
- STOP, DROP AND ROLL IF YOUR CLOTHES CATCH ON FIRE
- TELL AN ADULT IF YOU BURN YOURSELF, EVEN IF YOU WERE DOING SOMETHING YOU WERENT SUPPOSED TO.

HELP THE COOK:

REMIND COOKS TO TURN POT HANDLES IN AND REMIND GROWNUPS TO USE POT HOLDERS.

HELPFUL HINTS (STRATEGIES):

REVIEW HOT / NOT HOT.

LINK WITH FIRST AID / COOL A BURN.

DEVELOPMENTAL INFORMATION:

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- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

678-014
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING ELECTRICAL SAFETY

GRADE
1&2

REFERENCE #
678-015

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
ELECTRICITY

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	**GLOSSARY**	**SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

WHEN YOU TEACH ELECTRICAL SAFETY TO FIRST AND SECOND GRADERS YOU SHOULD KEEP THE LESSONS FEW AND SIMPLE.

START BY MAKING SURE THAT THE STUDENTS UNDERSTAND THE WORDS YOU ARE USING, FOR EXAMPLE, ELECTRIC OUTLETS OR RECEPTACLES OR SOCKETS. CHOOSE ONE OF THESE WORDS, SHOW THE STUDENTS WHAT YOU MEAN AND THEN DON'T INTERCHANGE THE WORD DURING YOUR LESSON.

ELECTRICITY IS POWERFUL. IT IS A TOOL. NEED TO USE IT CAREFULLY, SAFELY.ELECTRICITY POWERS THINGS IN OUR HOUSE,.... DISCUSS WHAT YOU HAVE IN THE HOUSE THAT RUNS ON ELECTRICITY. ONE WAY TO USE ELECTRICITY SAFELY IS NOT TO PLUG TOO MANY THINGS INTO THE OUTLETS.

DON'T FOOL AROUND WITH ELECTRICAL OUTLETS OR PUT FINGERS OR ANYTHING ELSE IN ELECTRICAL OUTLET AND DON'T LET ANY OF YOUR YOUNGER BROTHERS OR SISTERS PLAY AROUND OR STICK ANYTHING INTO ELECTRICAL OUTLETS.

WHEN YOU ARE OUTSIDE, NEVER GO NEAR ELECTRICAL WIRES OR ELECTRICAL EQUIPMENT, ESPECIALLY IF THE WIRES ARE HANGING DOWN OR ARE ON THE GROUND.

KEEP ELECTRICITY AND THINGS THAT ARE PLUGGED IN AWAY FROM WATER INCLUDING THE SINK AND TUB.

HELPFUL HINTS (STRATEGIES):

DEMONSTRATE OVERLOADING OUTLETS.
GIVE THE CHILD / TEACHER CANS OF FOOD TO HOLD UNTIL THEY DROP THE CANS.

DEVELOPMENTAL INFORMATION:

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- POSSESSES A " KNOW IT ALL " ATTITUDE.
- REQUIRE VERY CONCRETE EXAMPLES.
- TEND TOWARD BOSSINESS & DARING.
- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

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678-015
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING FIRST-AID FOR BURNS

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
BURNS

GRADE
1&2

REFERENCE #
678-016

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

THE FIRST-AID FOR BURNS AT THIS AGE SHOULD BE KEPT VERY SIMPLE, TEACHING ONLY THAT YOU SHOULD COOL A BURN AND TELL A GROWN-UP OR CALL 9-1-1.

THE REAL EMPHASIS SHOULD BE ON RECOGNIZING THINGS THAT CAN BURN YOU SO AS TO PREVENT THE BURNS IN THE FIRST PLACE. TALK ABOUT SUNBURNS AS BEING A MINOR BURN.

LIST OR USE PICTURES TO SHOW SOME OF THE THINGS THAT CAN BURN CHILDREN THIS AGE SUCH AS:

PANS ON THE STOVE, COFFEE AND OTHER HOT BEVERAGES, BATH WATER, ELECTRICITY, CERTAIN CHEMICALS FOUND IN CLOSETS AND UNDER KITCHEN SINKS AND IN GARAGES.

WHEN EXPLAINING COOL A BURN, IT SHOULD BE EXPLAINED THAT YOU COOL A BURN UNDER COOL WATER FOR A LONG TIME.

HELPFUL HINTS (STRATEGIES):

DON'T SCARE THEM.
DON'T TALK ABOUT BURN TREATMENT.
DON'T TEACH COLD WATER OR ICE / ONLY COOL WATER.
TALK ABOUT HOW BURNS CAN OCCUR / SCALD BURNS.
SOME PREVENTION STRATEGIES:
ALWAYS RUN THE COLD WATER FIRST THEN THE HOT
DON'T REACH FOR THINGS ON THE COUNTER OR STOVE
DON'T STICK ANY THING INTO AN ELECTRICAL OUTLET (PLUG)

DEVELOPMENTAL INFORMATION:

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TEACHER'S NOTES:

PARENTS SHOULD BE REMINDED THOUGH THEIR CHILDREN THAT ONLY WATER SHOULD BE USED ON THE SKIN FOR BURNS. NEVER USE GREASE, BUTTER OR OINTMENTS ON A BURN.

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BEHAVIOR DESCRIPTION:

UNDERSTANDING TRANSPORTATION SAFETY
(BUS, SEAT BELT & BICYCLE)

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
TRANSPORTATION

GRADE
1&2

REFERENCE #
678-017

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

BUS SAFETY: STAY SEATED ON THE BUS; NO HORSEPLAY ON THE BUS; LISTEN TO THE BUS DIVER AND FOLLOW DIRECTIONS.

PEDESTRIAN: LOOK BOTH WAYS BEFORE CROSSING THE STREET; CROSS ONLY WITH A GROWN UP.

BIKE: WEAR A HELMET WHEN RIDING YOUR BIKE.

CAR: ALWAYS WEAR A SAFETY BELT WHEN RIDING IN THE CAR; DO NOT HANG OUT THE WINDOW WHEN THE CAR IS MOVING.

PEDESTRIAN: DO NOT CROSS THE STREET WITHOUT A GROWNUP OR OLDER PERSON; LEARN WHAT THE LIGHTS ON TRAFFIC LIGHTS MEAN; LOOK BOTH WAYS BEFORE CROSSING THE STREET.

HELPFUL HINTS (STRATEGIES):

CHECK TO SEE IF THIS LESSON IS TAUGHT BY POLICE SAFETY OFFICER OR HEALTH EDUCATOR.

STRESS PERSONAL SAFETY. FOR EXAMPLE: USE WRIST GUARDS WHEN SKATE BOARDING

DEVELOPMENTAL INFORMATION:

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- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

678-017
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING POISON PREVENTION & TOBACCO

GRADE
1&2

REFERENCE #
678-018

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
POISON

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

KEEP POISON OUT OF REACH.

DON'T EAT ANYTHING UNLESS A GROWN UP GIVES IT TO YOU.

MEDICINE IS NOT CANDY, DON'T EAT IT EVEN IF IT TASTES GOOD AND DOESN'T SEEM TO HURT YOU.

STAY AWAY FROM CLEANING PRODUCTS AND CHEMICALS AROUND THE HOUSE.

CALL 9 1 1 TO SAVE A LIFE IF YOU THINK SOMEONE HAS BEEN POISONED.

DON'T BREATHE CHEMICALS OR GASES ON PURPOSE.

DON'T EAT PLANTS, BERRIES, LEAVES, ETC.

HELPFUL HINTS (STRATEGIES):

DEVELOP WAYS TO INVOLVE THE STUDENTS PARENTS WITH IDENTIFYING DIFFERENT POISONS.

DEVELOPMENTAL INFORMATION:

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- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

THIS BEHAVIOR COULD BE TAUGHT WITH MATCH AND LIGHTER SAFETY AND / OR ESCAPE PLANS TO THIS TARGET GROUP

88

678-018
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING CULTURAL FIRE SAFETY ISSUES

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
COMMUNITY SERVICE

GRADE
1&2

REFERENCE #
678-019

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

EVERYONE HAS DIFFERENT CUSTOMS AND HOLIDAYS, BUT ALL CAN BE CELEBRATED SAFELY.

DO NOT PLAY WITH CANDLES OR LEAVE THEM UNATTENDED.

DO NOT LEAVE FOOD COOKING UNATTENDED.

DO NOT USE FIREWORKS

TESTING AND MAINTAINING SMOKE DETECTORS IN YOUR HOME.

KNOWING HOW TO GET HELP DURING AN EMERGENCY

CALL 9 1 1

HELPFUL HINTS (STRATEGIES):

FAMILIARIZE YOURSELF WITH SOME OF THE CULTURAL AND RELIGIOUS DIFFERENCES WITHIN YOU COMMUNITY

DEVELOPMENTAL INFORMATION:

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- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

678-019
BEHAVIOR REFER. #

2/3/97
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

CELEBRATING **BIRTHDAYS** SAFELY

GRADE
1&2

REFERENCE #
678-020

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
HOLIDAY SAFETY

APPENDIX "A" CONTAINS THE
REFERENCE INFORMATION

APPENDIX "B" CONTAINS THE
GLOSSARY

APPENDIX "C" CONTAINS SOME
SAMPLE LESSON PLANS

LESSONS TO TEACH (OBJECTIVES):

MATCHES AND LIGHTERS, AS WELL AS CANDLES ARE TOOLS, NOT TOYS TO BE PLAYED WITH.

THE FIRE YOU ARE USING CAN GET OUT OF CONTROL IN SECONDS AND CAN START A FIRE IN YOUR HOUSE.

KNIVES MUST NEVER BE PLAYED WITH OR WAVED AROUND AS THEY CAN CAUSE SERIOUS INJURY, WHETHER INTENTIONAL OR NOT. GROWN UPS SHOULD CUT THE CAKE.

FIREWORKS ARE UNSAFE AND UNPREDICTABLE, TELL A GROWN-UP IF SOMEONE IS USING OR HAS FIREWORKS.

NEVER BURN WRAPPING PAPER, THROW IT IN THE TRASH BARREL.
ALL PARTY GAMES SHOULD BE SUPERVISED BY A GROWN-UP AT ALL TIMES SO PEOPLE DON'T GET HURT.

TEACH AND REINFORCE STOP, DROP, AND ROLL WHENEVER POSSIBLE.

HELPFUL HINTS (STRATEGIES):

REVIEW STOP, DROP & ROLL

CALLING EMERGENCIES

DEVELOPMENTAL INFORMATION:

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- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

678-020
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION
CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

CELEBRATING HALLOWEEN SAFELY

GRADE
1&2

REFERENCE #
678-021

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
HOLIDAY SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

ALWAYS TRICK OR TREAT WITH AN ADULT.
LOOK BEFORE CROSSING THE STREET.
WEAR SOME KIND OF REFLECTIVE STRIPE ON YOUR CLOTHING.
DON'T GO NEAR STRANGE DOGS OR PEOPLE.
DON'T GO NEAR CANDLES AND KEEP YOUR COSTUME AWAY FROM THEM.
REVIEW STOP, DROP AND ROLL IN CASE THEIR CLOTHING IGNITES.
ALL DECORATIONS IN HOME SHOULD BE KEPT AWAY FROM IGNITION SOURCES.
USE A FLASHLIGHT.
STAY WITH YOUR FRIENDS AND LOOK OUT FOR EACH OTHER.
NEVER GO INSIDE A STRANGER'S HOUSE.
DON'T EAT CANDY UNTIL MOM AND DAD HAVE CHECKED IT.

HELPFUL HINTS (STRATEGIES):

REVIEW STOP, DROP & ROLL

CALLING EMERGENCIES.

DEVELOPMENTAL INFORMATION:

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- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

BEST COPY AVAILABLE

BEHAVIOR DESCRIPTION:

CELEBRATING WINTER HOLIDAYS SAFELY

GRADE
1&2

REFERENCE #
678-022

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
HOLIDAY SAFETY

APPENDIX "A" CONTAINS THE
REFERENCE INFORMATION

APPENDIX "B" CONTAINS THE
GLOSSARY

APPENDIX "C" CONTAINS SOME
SAMPLE LESSON PLANS

LESSONS TO TEACH (OBJECTIVES):

TALKS TO THIS GROUP CAN COMBINE REINFORCING SURVIVAL SKILLS WITH BASIC HOME FIRE PREVENTION PRACTICES.

NEVER PLAY WITH MATCHES, LIGHTERS, OR CANDLES, THEY ARE TOOLS FOR ADULTS.
ASK MOM AND DAD TO CHECK ALL SMOKE DETECTORS IN THE HOME TO MAKE SURE THEY ARE WORKING.
KEEP CHRISTMAS TREES WELL-WATERED.
DON'T LET MOM AND DAD BLOCK DOORWAYS & HALLWAYS WITH DECORATIONS, TREES OR PRESENTS.
TURN OFF ALL HOLIDAY LIGHTING BEFORE EVERYONE GOES TO BED OR BEFORE FAMILY GOES OUT.
DON'T OVERLOAD ELECTRIC OUTLETS WITH HOLIDAY LIGHTING.
THROW OUT WRAPPING PAPER, NEVER THROW IT INTO THE FIREPLACE.
ALL DECORATIONS SHOULD BE KEPT AWAY FROM IGNITION SOURCES. (STOVES, CANDLES, FIREPLACE)
DON'T USE FIREWORKS AND STAY AWAY FROM THOSE THAT DO.

TEACH STOP, DROP AND ROLL.

HELPFUL HINTS (STRATEGIES):

DEVELOPMENTAL INFORMATION:

- EXTREMELY EGOCENTRIC (CENTER OF ATTENTION)
- VOCABULARY IS RAPIDLY EXPANDING.
- HAS GREAT DEAL OF ENERGY, EXPLOSIVE AT TIMES.
- ENJOYS DETAILS AND MEMORIZATION.
- DISLIKES BEING SINGLED OUT, EVEN FOR PRAISE.
- ATTENTION SPAN 15-25 MINS.
- SHORT VIDEOS MAY BE USED (8-10 MINS.).
- EYE-HAND COORDINATION IS IMPROVING.
- CAN BE VERY DRAMATIC, LIKES TO USE HANDS.
- ARE INQUISITIVE, WILL ASK ENDLESS QUESTIONS.
- POSSESSES A " KNOW IT ALL " ATTITUDE.
- REQUIRE VERY CONCRETE EXAMPLES.
- TEND TOWARD BOSSINESS & DARING.
- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

REFER TO BEHAVIORS ON MATCH AND LIGHTER SAFETY AND STOP, DROP AND ROLL

REVIEW SAFETY CATEGORIES ON ESCAPE AND EXITS.

678-022
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING SNOW RECREATION SAFETY

GRADE
1&2

REFERENCE #
678-023

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
OUTDOOR SAFETY

APPENDIX "A" CONTAINS THE
REFERENCE INFORMATION

APPENDIX "B" CONTAINS THE
GLOSSARY

APPENDIX "C" CONTAINS SOME
SAMPLE LESSON PLANS

LESSONS TO TEACH (OBJECTIVES):

ENCOURAGE THE USE OF A HELMET WHEN SLEDDING.
REVIEW REPORTING EMERGENCIES.YOU SHOULDN'T SLED AFTER DARK OR WHEN VISIBILITY IS BAD, LIKE WHEN IT'S SNOWING.
SLEDDING DOWN HILLS THAT ARE NEAR ROADS, STREETS AND AROUND TREES CAN BE DANGEROUS.
DON'T DOUBLE UP ON A SLED UNLESS IT'S MADE FOR TWO OR MORE.
SLIDE IN WIDE OPEN AREAS.
DO ENCOURAGE GOOD SAFETY HABITS AND HAVING A GOOD TIME.
SHOE RESPECT FOR YOUNGER CHILDREN WHO MAY BE NEAR YOU.

HELPFUL HINTS (STRATEGIES):

DON'T TEACH CHILDREN TO CALL FIRE, POLICE OR 911 TO FIND OUT IF ICE IS SAFE.

DO CALL 9 1 1 FOR ICE OR SLEDDING EMERGENCIES.

DEVELOPMENTAL INFORMATION:

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- VOCABULARY IS RAPIDLY EXPANDING.
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- TEND TOWARD BOSSINESS & DARING.
- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

678-023
BEHAVIOR REFER. #

4/14/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION
CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

CELEBRATING INDEPENDENCE DAY SAFELY

GRADE
1&2

REFERENCE #
678-024

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
HOLIDAY SAFETY

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	**GLOSSARY**	**SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

MAJOR EMPHASIS ON THIS AGE GROUP MUST BE TO DISCOURAGE INVOLVEMENT WITH FIREWORKS IN ANY WAY.

THERE ARE NO SAFE TYPE OF FIREWORKS.

FIREWORKS ARE DANGEROUS AND CAN EXPLODE UNEXPECTEDLY AND HURT YOU.

NEVER GO NEAR ANYONE USING FIREWORKS.

NEVER PICK UP FIREWORKS THAT DIDN'T GO OFF.

IF YOUR FRIENDS ARE USING FIREWORKS, STAY AWAY FROM THEM AND TELL AND ADULT.

BE CAREFUL AROUND BBQ GRILLS AND COOKING FIRES AND DON'T RUN OR PLAY NEAR THEM.

HELPFUL HINTS (STRATEGIES):

DON'T TEACH THAT IT'S OK TO PLAY WITH FIREWORKS IF YOU ARE WITH A RESPONSIBLE ADULT.

THE REASON FIREWORKS ARE ILLEGAL IN MASSACHUSETTS IS BECAUSE THEY ARE SO DANGEROUS.

THE POLICE ENFORCE THIS LAW, NOT THE FIRE DEPARTMENT.

DEVELOPMENTAL INFORMATION:

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- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

REFER TO BEHAVIORS:
890-017
0112-031

678-024
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING WATER SAFETY

GRADE
1&2

REFERENCE #
678-025

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
OUTDOOR SAFETY

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	**GLOSSARY**	**SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

SWIMMING SAFETY: ONLY GO NEAR WATER WITH AN ADULT, GO TO AREAS THAT ARE SUPERVISED BY ADULTS OR LIFE GUARDS. AND FOLLOW THE RULES OF THE SWIMMING AREA.

USE THE BUDDY SYSTEM WHEN SWIMMING IN CASE YOU NEED HELP.

POOL GATES SHOULD BE LOCKED AT ALL TIMES. IF YOU SEE A GATE TO A POOL AREA THAT IS UNLOCKED, GO TELL A GROWN UP .

DO NOT SWIM OR BE IN THE WATER DURING A LIGHTNING STORM.

DO NOT SWIM AT NIGHT. DO NOT DIVE INTO UNKNOWN WATER (IF IT IS NOT DEEP ENOUGH YOU COULD BREAK YOUR NECK OR DROWN. DON'T SWIM IN AREAS WITH HIGH SURF AND UNDERTOWS. ROUGH WATER COULD CARRY YOU AWAY FROM SHORE.

IF SOMEONE GETS IN TROUBLE, CALL 911 OR GET A GROWN UP RIGHT AWAY.

BOATING SAFETY: ALWAYS STAY SEATED WHEN RIDING IN A BOAT AND ALWAYS WEAR A LIFE PRESERVER. DON'T DO ANYTHING TO DISTRACT THE BOAT DRIVER.

WHEN WATER SKIING, SOMEONE MUST WATCH THE SKIER AT ALL TIMES.
NEVER OVERLOAD A BOAT WITH TOO MANY PASSENGERS.

ALWAYS STAY WITH THE BOAT IF IT SHOULD OVERTURN.

HELPFUL HINTS (STRATEGIES):

LIFE JACKETS SHOULD BE WORN AT THIS AGE. DO NOT CONFUSE LIFE JACKETS WITH BLOW UP FLOATING TOYS. LIFE JACKETS OR P.F.D.'S (PERSONAL FLOTATION DEVICES) MUST BE OF THE CORRECT TYPE AND SIZE FOR THE PERSON WEARING IT. LOOK FOR THE PROPER APPROVAL FROM THE U.S. COAST GUARD.

KNOW WHERE THE CLOSEST PLACE TO CALL 9 1 1 IS. THIS COULD BE IN A POOL HOUSE OR A LIFE GUARD STAND OR FROM SOMEONE NEARBY THAT HAS A CELLULAR PHONE. ON A BOAT IT COULD BE A MARINE RADIO OR CITIZENS BAND RADIO.

CHILDREN THIS AGE SHOULD TAKE SWIMMING LESSONS. THE LOCAL RED CROSS OR YMCA MAY OFFER THEM.

MENTION SUN BURNS AND SUN BLOCK.

DEVELOPMENTAL INFORMATION:

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- REQUIRE VERY CONCRETE EXAMPLES.
- TEND TOWARD BOSSINESS & DARING.
- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

THIS BEHAVIOR CAN BE TAUGHT IN CONJUNCTION WITH SEVERE STORMS, BURNS, AND ICE SAFETY.
DID YOU KNOW THAT A CHILD CAN DROWN IN ONE INCH OF WATER ???

678-025	**5/16/99**	**SUPPLEMENTARY**
BEHAVIOR REFER. #	LAST UPDATED	THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING CAMPING AND HIKING SAFETY

GRADE
1&2

REFERENCE #
678-026

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
OUTDOOR SAFETY

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	**GLOSSARY**	**SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

KEEP IT SIMPLE.

NEVER GO HIKING WITHOUT AN ADULT.
LEAVE A CLEAR PLAN WITH AN ADULT OF WHERE THE HIKE WILL BE, HOW LONG YOU WILL BE GONE, WHEN YOU WILL RETURN.
STAY ON THE TRAIL, BRING A FLASHLIGHT, BRING EXTRA FOOD AND A JACKET IN CASE IT GETS COLD OR YOU GET HUNGRY.
DONT' EAT ANYTHING YOU DIDN'T BRING WITH YOU. (NO BERRIES, ETC.)

DON'T DRINK WATER FROM STREAMS.
DONT' SWIM IN STREAMS.
STAY AWAY FROM WILD ANIMALS.
FOR CAMPING, NEVER BRING A CANDLE INTO A TENT, NEVER PLAY WITH MATCHES AND LIGHTERS.
DON'T RUN AROUND NEAR CAMPFIRE

HELPFUL HINTS (STRATEGIES):

KNOW WHERE THE CLOSEST PLACE TO GET HELP IS.

DEVELOPMENTAL INFORMATION:

- EXTREMELY EGOCENTRIC (CENTER OF ATTENTION)
- VOCABULARY IS RAPIDLY EXPANDING.
- HAS GREAT DEAL OF ENERGY, EXPLOSIVE AT TIMES.
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- REQUIRE VERY CONCRETE EXAMPLES.
- TEND TOWARD BOSSINESS & DARING.
- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

96

678-026
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

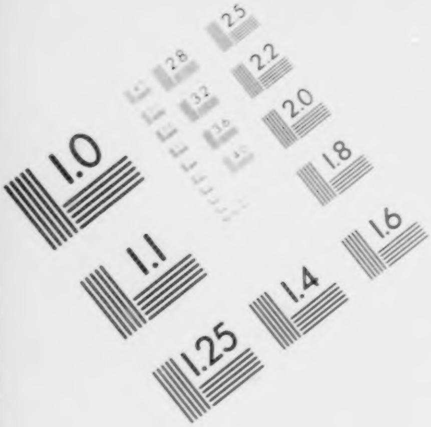
SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

AIIM

Association for Information and Image Management

1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910

301/587-8202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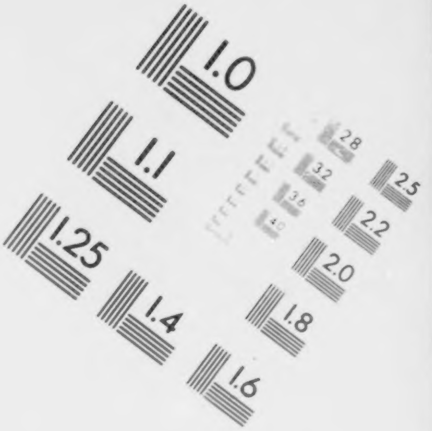
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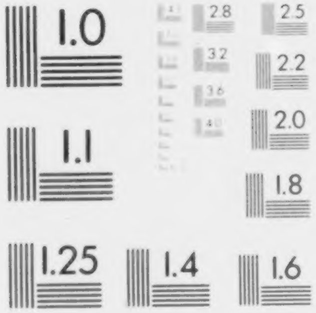
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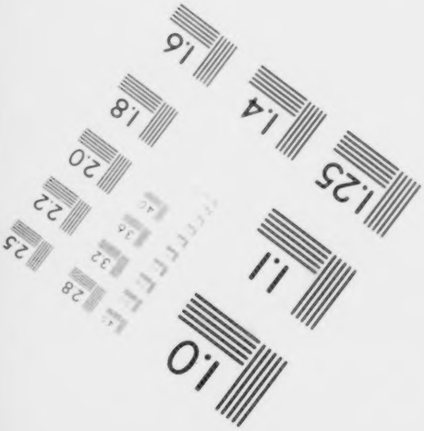
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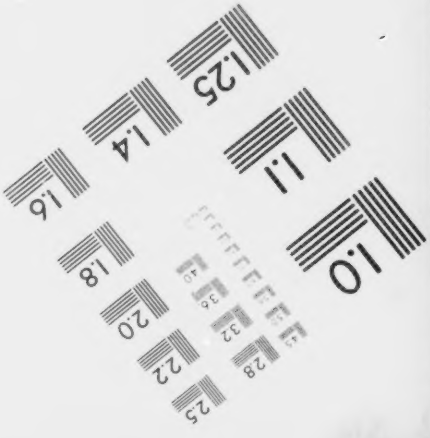
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MANUFACTURED TO AIIM STANDARDS
BY APPLIED IMAGE, INC.

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND SURVIVING SEVERE STORMS

GRADE **1&2**

REFERENCE # **678-027**

TARGET GROUP: **AGES 6-8 FIRST & SECOND GRADES**

SAFETY CATEGORY: **STORMS**

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

THUNDER AND LIGHTNING -
DON'T STAND UNDER TREES
DON'T SWIM
DON'T USE TELEPHONE

STAY AWAY FROM DOWNED TREES AND POWER LINES.

DON'T USE CANDLES DURING A POWER OUTAGE, MAKE SURE FLASHLIGHTS ARE AVAILABLE THAT WORK.

TEST YOUR SMOKE DETECTORS TO MAKE SURE THEY WORK. ELECTRIC DETECTORS DON'T WORK DURING AN OUTAGE UNLESS THEY HAVE BATTERIES TOO.

HELPFUL HINTS (STRATEGIES):

DEVELOPMENTAL INFORMATION:

- EXTREMELY EGOCENTRIC (CENTER OF ATTENTION)
- VOCABULARY IS RAPIDLY EXPANDING.
- HAS GREAT DEAL OF ENERGY, EXPLOSIVE AT TIMES.
- ENJOYS DETAILS AND MEMORIZATION.
- DISLIKES BEING SINGLED OUT, EVEN FOR PRAISE.
- ATTENTION SPAN 15-25 MINS.
- SHORT VIDEOS MAY BE USED (8-10 MINS.).
- EYE-HAND COORDINATION IS IMPROVING.
- CAN BE VERY DRAMATIC, LIKES TO USE HANDS.
- ARE INQUISITIVE, WILL ASK ENDLESS QUESTIONS.
- POSSESSES A " KNOW IT ALL " ATTITUDE.
- REQUIRE VERY CONCRETE EXAMPLES.
- TEND TOWARD BOSSINESS & DARING.
- MIXED GROUPS STILL POSSIBLE.
- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

678-027
BEHAVIOR REFER. #

1/16/97
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING DISABILITIES AND SAFETY

GRADE
1&2

REFERENCE #
678-028

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
COMMUNITY SERVICE

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

CHILDREN WITH DISABILITIES AND CHILDREN WITHOUT DISABILITIES NEED TRAINING IN STOP, DROP AND ROLL (OR ALTERNATIVE METHODS OF BURN PREVENTION.

PEOPLE WITH DISABILITIES NEED TO STAY SAFE TOO.

HELP PEOPLE WHO CAN'T STOP, DROP AND ROLL FOR THEMSELVES BY HELPING THEM TO THE GROUND OR WRAPPING A TOWEL, BLANKET AROUND THEM TO SMOTHER THE FLAMES. FLAMMABLE OUTERWEAR CAN ENCAPSULATE A BURN VICTIMS. BE CAUTIOUS ABOUT WHO HAS DISABILITIES IN THE CLASS OR AT HOME BEFORE AN EMERGENCY STRIKES.

YOU CAN CALL 911 FOR SOMEONE ELSE WHO IS IN TROUBLE OR CAN'T CALL THEMSELVES.

PEOPLE WITH DISABILITIES THINK AND FEEL LIKE EVERYONE ELSE.. TREAT THEM LIKE YOU WOULD LIKE SOMEONE TO TREAT YOU.

ALL STUDENTS NEED TO BE AWARE THAT PEOPLE MAY HAVE DISABILITIES OF SHORT DURATION SUCH AS A BROKEN LEG, ALSO, EVERYONE HAS A DISABILITY WHEN THEY SLEEP BECAUSE THEY CAN'T SMELL.

YOU COULD INCORPORATE A T.T.Y. FOR DEAF FOR REPORTING EMERGENCIES (678-012) 9.1.1. 1.2.3.

HELPFUL HINTS (STRATEGIES):

DEVELOPMENTAL INFORMATION:

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- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

WE NEED TO HELP CHILDREN WITH DISABILITIES TO FEEL PRO-ACTIVE IN TIMES OF CRISIS. THEY SHOULD BE GIVEN THE OPPORTUNITY TO LEARN THE LIFE SAVING SKILLS THAT ARE APPROPRIATE WITHIN THE SCOPE OF THEIR PARTICULAR DISABILITY. WE SHOULD BE CAREFUL NOT TO INCREASE THEIR SENSE OF HELPLESSNESS AND DEPENDENCY ON OTHERS. THIS IS AN EXCELLENT LESSON ON PROBLEM SOLVING FOR THE WHOLE CLASS.

BE CAUTIOUS ABOUT WHO HAS DISABILITIES IN THE CLASS OR AT HOME BEFORE YOU GET TOO IN DEPTH WITH THIS SUBJECT.

678-028
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING YOUR PERSONAL AND COMMUNITY ROLE IN SAFETY

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
COMMUNITY SERVICE

GRADE
1&2

REFERENCE #
678-029

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

YOU CAN REPORT A FIRE OR EMERGENCY IF YOU DISCOVER ONE.

KNOW WHAT AN EMERGENCY IS AND HOW TO USE "911".

YOU CAN TEACH YOUNGER BROTHERS AND SISTERS NOT TO PLAY WITH MATCHES AND TO STOP, DROP AND ROLL.

YOU CAN HELP SOMEONE WITH A DISABILITY OR SOMEONE THAT DOESN'T KNOW STOP, DROP AND ROLL BY ROLLING THEM ON THE GROUND OR WRAPPING A TOWEL, BLANKET OR JACKET AROUND THEM.
HELP MOM AND DAD TO TEST AND MAINTAIN THEIR SMOKE DETECTORS.
ADDRESS ISSUE OF PERSONAL ROLE IN HELPING TO KEEP THEMSELVES AS WELL AS OTHERS, SAFE - FREE FROM INJURY.

BE A WILLING PARTICIPANT IN E. D. I. T. H.
ADDRESS ISSUE OF "KEEPING SECRET" BEHAVIORS THAT CAN HURT YOURSELF OR OTHERS.

HELPFUL HINTS (STRATEGIES):

ROLE PLAY (USING SIMULATOR) CALLING 9 1 1

DEVELOPMENTAL INFORMATION:

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- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

BEST COPY AVAILABLE

678-029
BEHAVIOR REFER. #

11/18/96
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION
CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING ICE SAFETY

TARGET GROUP:
AGES 6-8 FIRST & SECOND GRADES

SAFETY CATEGORY:
OUTDOOR SAFETY

GRADE
1&2

REFERENCE #
678-030

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

ONLY GO NEAR ICE WITH AN ADULT, SUPERVISED.
ANY WATER ON ICE IS DANGEROUS, DON'T GO ON THAT ICE.
STAY AWAY FROM CRACKS IN THE ICE.
STAY WARM - STAY DRY.
CALL 9-1-1 OR GET AN ADULT IF YOU SEE SOMEONE WHO HAS FALLEN THROUGH THE ICE. DON'T BECOME A VICTIM.

PUDDLES ON THE ICE ARE A DANGER SIGNAL.
KEEP DOGS LEASHED AROUND ICE, THEY COULD FALL THROUGH THE ICE TOO

HELPFUL HINTS (STRATEGIES):

HYPOTHERMIA- KEEP IT SIMPLE. IF YOU START TO SHIVER THEN YOU ARE TOO COLD. TIME TO GO IN AND GET WARM.

DON'T CALL 9-1-1 TO ASK IF THE ICE IS SAFE TO GO ON.

CONTINUOUS COLD IS NEEDED FOR SEVERAL DAYS AND THE ICE SHOULD AT LEAST 4 INCHES THICK.

DEVELOPMENTAL INFORMATION:

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- SIMPLE STORIES WILL REINFORCE LESSONS.
- DELIGHTS IN ORGANIZED GAMES.

TEACHER'S NOTES:

YOU CAN COMBINE THIS BEHAVIOR WITH SNOW RECREATION AND / OR REPORTING FIRES AND OTHER EMERGENCIES, AT THIS THIS TARGET GROUP.

JANUARY IS A GOOD MONTH TO TEACH THIS.

678-030
BEHAVIOR REFER. # **LAST UPDATED** **96** 100

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
890-001	ESSENTIAL	AGES 8-10 THIRD & FOURTH	UNDERSTANDING SAFETY WORDS
890-002	ESSENTIAL	AGES 8-10 THIRD & FOURTH	UNDERSTANDING " WHAT IS FIRE ? "
890-003	ESSENTIAL	AGES 8-10 THIRD & FOURTH	UNDERSTANDING AND PRACTICING MATCH & LIGHTER SAFETY (FIRE TOOLS)
890-004	ESSENTIAL	AGES 8-10 THIRD & FOURTH	UNDERSTANDING AND PRACTICING STOP, DROP AND ROLL
890-005	ESSENTIAL	AGES 8-10 THIRD & FOURTH	PARTICIPATING IN HOME HAZARD INSPECTIONS
890-006	ESSENTIAL	AGES 8-10 THIRD & FOURTH	UNDERSTANDING AND PRACTICING COOKING SAFETY
890-007	ESSENTIAL	AGES 8-10 THIRD & FOURTH	UNDERSTANDING AND PRACTICING ELECTRICAL SAFETY
890-008	ESSENTIAL	AGES 8-10 THIRD & FOURTH	PRACTICING FIRE SAFETY WITH FLAMMABLE LIQUIDS
890-009	ESSENTIAL	AGES 8-10 THIRD & FOURTH	PRACTICING FIRE SAFETY AROUND HEATING SOURCES
890-010	ESSENTIAL	AGES 8-10 THIRD & FOURTH	INSTALLING AND MAINTAINING SMOKE DETECTORS / ALARMS
890-011	ESSENTIAL	AGES 8-10 THIRD & FOURTH	UNDERSTANDING AND PRACTICING ESCAPE PLANS
890-012	ESSENTIAL	AGES 8-10 THIRD & FOURTH	UNDERSTANDING AND PRACTICING CRAWL LOW UNDER SMOKE
890-013	ESSENTIAL	AGES 8-10 THIRD & FOURTH	IDENTIFYING EXIT SIGNS &KNOWING TWO WAYS OUT OF PUBLIC PLACES
890-014	ESSENTIAL	AGES 8-10 THIRD & FOURTH	RESPONDING CORRECTLY TO FIRE & EMERGENCY DRILLS
890-015	ESSENTIAL	AGES 8-10 THIRD & FOURTH	REPORTING FIRES AND OTHER EMERGENCIES
890-016	ESSENTIAL	AGES 8-10 THIRD & FOURTH	UNDERSTANDING ARSON AND FALSE ALARMS
890-017	ESSENTIAL	AGES 8-10 THIRD & FOURTH	UNDERSTANDING AND PRACTICING SAFETY AROUND EXPLOSIVES AND FIREWORKS
890-018	ESSENTIAL	AGES 8-10 THIRD & FOURTH	PRACTICING SAFETY WHEN HOME ALONE

REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
890-019	ESSENTIAL	AGES 8-10 THIRD & FOURTH	UNDERSTANDING AND PRACTICING SAFETY WHEN **BABYSITTING**
890-020	SUPPLEMENTARY	AGES 8-10 THIRD & FOURTH	UNDERSTANDING AND PRACTICING **FIRST-AID FOR BURNS**
890-021	SUPPLEMENTARY	AGES 8-10 THIRD & FOURTH	UNDERSTANDING **TRANSPORTATION SAFETY** (BUS, SEAT BELT, BICYCLE)
890-022	SUPPLEMENTARY	AGES 8-10 THIRD & FOURTH	UNDERSTANDING SAFETY WITH **DRUGS & ALCOHOL**
890-023	SUPPLEMENTARY	AGES 8-10 THIRD & FOURTH	UNDERSTANDING AND PRACTICING **POISON PREVENTION**
890-024	SUPPLEMENTARY	AGES 8-10 THIRD & FOURTH	UNDERSTANDING **CULTURAL FIRE SAFETY ISSUES**
890-025	SUPPLEMENTARY	AGES 8-10 THIRD & FOURTH	CELEBRATING **BIRTHDAYS** SAFELY
890-026	SUPPLEMENTARY	AGES 8-10 THIRD & FOURTH	CELEBRATING **HALLOWEEN** SAFELY
890-027	SUPPLEMENTARY	AGES 8-10 THIRD & FOURTH	CELEBRATING **THANKSGIVING** SAFELY
890-028	SUPPLEMENTARY	AGES 8-10 THIRD & FOURTH	CELEBRATING **WINTER HOLIDAYS** SAFELY
890-029	SUPPLEMENTARY	AGES 8-10 THIRD & FOURTH	CELEBRATING **NEW YEAR'S** SAFELY
890-030	SUPPLEMENTARY	AGES 8-10 THIRD & FOURTH	UNDERSTANDING AND PRACTICING **WATER SAFETY**
890-031	SUPPLEMENTARY	AGES 8-10 THIRD & FOURTH	UNDERSTANDING **CAMPING AND HIKING SAFETY**
890-032	SUPPLEMENTARY	AGES 8-10 THIRD & FOURTH	UNDERSTANDING AND SURVIVING **SEVERE STORMS**
890-033	SUPPLEMENTARY	AGES 8-10 THIRD & FOURTH	UNDERSTANDING **DISABILITIES AND SAFETY**
890-034	SUPPLEMENTARY	AGES 8-10 THIRD & FOURTH	UNDERSTANDING YOUR **PERSONAL AND COMMUNITY ROLE IN SAFETY**
890-035	SUPPLEMENTARY	AGES 8-10 THIRD & FOURTH	UNDERSTANDING **SNOW RECREATION** SAFETY
890-036	SUPPLEMENTARY	AGES 8-10 THIRD & FOURTH	UNDERSTANDING AND PRACTICING **ICE SAFETY**

REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
890-037	ESSENTIAL	AGES 8-10 THIRD & FOURTH	UNDERSTANDING SAFETY & CONSEQUENCES OF TOBACCO USE

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION
CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

UNDERSTANDING SAFETY WORDS

GRADE **3&4**

REFERENCE # **890-001**

TARGET GROUP: **AGES 8-10 THIRD & FOURTH**

SAFETY CATEGORY: **GENERAL FIRE SAFETY**

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

REVIEW: AN EMERGENCY IS WHEN SOMEONE NEEDS HELP RIGHT AWAY AND IS IN TROUBLE.; EXIT MEANS A WAY TO GET OUT OF A BUILDING.

NEW WORDS:
SMOKE DETECTORS ARE ALSO CALLED FIRE ALARMS. THEY WARN YOU IF THERE IS A FIRE AND TELL YOU TO GET OUT.
A FIRE DRILL IS PRACTICE FOR WHEN A FIRE OR EMERGENCY OCCURS AND YOU HAVE TO GET OUT OF THE BUILDING.
A POISON IS SOMETHING THAT CAN HURT YOU IF YOU EAT IT OR INHALE IT, BREATH IN, OR SPILL IT ON YOU.
ARSON IS A FIRE THAT IS SET ON PURPOSE (INTENTIONALLY)
A FALSE ALARM IS REPORTING AN EMERGENCY WHEN THERE ISN'T ONE.
A FLAMMABLE LIQUID IS SOMETHING THAT GIVES OFF GASES, VAPORS THAT BURN VERY EASILY. SOMETHING THAT IS EASY TO IGNITE....EXPLODE.

FIRE TRIANGLE CAN BE EXPLAINED.

HELPFUL HINTS (STRATEGIES):

INCORPORATE VOCABULARY INTO OTHER LESSONS.

GOOD INITIAL LESSON OR HAVE TEACHER DO AHEAD OF TIME.

LEAD INTO LESSON BY REVIEW OF WORDS THEY SHOULD KNOW. INTRODUCE NEW WORDS. THIS IS A GREAT LESSON FOR HOME-MADE MATERIALS AND NEWSPAPER ARTICLES.

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
- POSSESSES HIGH ACTIVITY LEVEL.
- MAY REBEL AGAINST AUTHORITY.
- DISTRESSED OR EXCITED EASILY.
- EMERGING CONCEPT OF TIME & SPACE.
- LIKES TO EXPLORE THINGS.
- HAVE IMPROVED IN TAKING RISKS, WILL EXPERIMENT
- ATTENTION SPAN OF 30-45 MINS.
- TENDS TO BE GOOD NATURED, OBEDIENT & FUN.
- EMOTIONAL & SOCIAL MATURITY MAY FLUCTUATE.
- SOCIAL GROUPS VERY IMPORTANT.
- MIXED GROUPS MAY BE DIFFICULT TO MANAGE.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

BEST COPY AVAILABLE

890-001 BEHAVIOR REFER. #

2/3/97 LAST UPDATED

ESSENTIAL THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION
CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

UNDERSTANDING " WHAT IS FIRE ? "

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
GENERAL FIRE SAFETY

GRADE
3&4

REFERENCE #
890-002

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

IN ORDER TO CREATE OR CAUSE A FIRE TO OCCUR, WE NEED A FUEL, A HEAT SOURCE AND OXYGEN OR AIR COMBINED TOGETHER.
TAKE AWAY ANY OF THE THREE ELEMENTS AND THE FIRE WILL GO OUT. THE SIMPLE FIRE TRIANGLE.
IF WE SHOW THEM HOW IT IS CREATED, MANY FIRES COULD BE PREVENTED BECAUSE THEY WILL UNDERSTAND HOW DANGEROUS IT CAN BE TO MIX EVERY DAY ELEMENTS TOGETHER.

PUTTING WATER ON A FIRE WILL REMOVE THE HEAT. PUTTING A LID ON A PAN FIRE REMOVES THE AIR OR OXYGEN. A FIRE IN A FIREPLACE THAT BURNS ITSELF OUT HAS RUN OUT OF FUEL.

HELPFUL HINTS (STRATEGIES):

CHECK LOCAL AND STATE STATISTICS FOR THE TYPES OF FIRES CAUSED BY THIS AGE GROUP.
SOME CAUSES ARE COOKING, SMOKING, ARSON AND PLAYING WITH MATCHES AND LIGHTERS.
IF THEY KNOW WHAT CAN START A FIRE, THEY CAN HELP TO PREVENT THEM.
TEACHING THE FIRE TRIANGLE, USING MATERIALS THAT THIS AGE CAN RELATE TO IS VERY IMPORTANT IF YOU'RE GOING TO KEEP THEIR INTEREST. MAKE IT CONCRETE.

DEVELOPMENTAL INFORMATION:

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- EMERGING CONCEPT OF TIME & SPACE.
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- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

FIRE IS FASCINATING. IT IS MYSTERIOUS AND SOMETHING THAT CHILDREN DON'T REALLY UNDERSTAND.
THIS SOMETIMES LEAD THEM TO EXPERIMENT WITH THIS DANGEROUS PHENOMENON.

890-002
BEHAVIOR REFER. #

8/27/97
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING MATCH & LIGHTER SAFETY (FIRE TOOLS)

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
BURNS

GRADE
3&4

REFERENCE #
890-003

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

AT THIS AGE LEVEL WE NEED TO BE REALISTIC.. THESE 8 TO 10 YEAR OLDS MAY HAVE ALREADY EXPERIMENTED WITH FIRE IF THEY WERE AT ALL CURIOUS ABOUT FIRE..AND AT THIS AGE THEY CAN BE HELD ACCOUNTABLE FOR THEIR ACTIONS WITH RESPECT TO FIRE PLAY. THIS IS ALSO THE AGE AT WHICH BOY SCOUTS AND GIRL SCOUTS GO CAMPING AND WILL HAVE TO USE MATCHES OR LIGHTERS AS FIRE TOOLS ON THEIR OWN (WITH SUPERVISION) EITHER FOR STARTING A CAMP FIRE OR WOOD STOVE OR EVEN FOR SURVIVAL TECHNIQUES.

YOU SHOULD REINFORCE THAT MATCHES AND LIGHTERS ARE TOOLS FOR GROWN-UPS AND THAT THE STUDENT HAS A RESPONSIBILITY TO KEEP YOUNGER CHILDREN FROM HURTING THEMSELVES OR OTHERS WITH FIRE OR ANYTHING ELSE DANGEROUS.

HELPFUL HINTS (STRATEGIES):

NOTE: REVIEW THE DEVELOPMENTAL INFORMATION ON THIS SHEET AND MAKE YOUR LESSONS APPROPRIATE AND INTERESTING.

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
- POSSESSES HIGH ACTIVITY LEVEL.
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- EMERGING CONCEPT OF TIME & SPACE.
- LIKES TO EXPLORE THINGS.
- HAVE IMPROVED IN TAKING RISKS, WILL EXPERIMENT
- ATTENTION SPAN OF 30-45 MINS.
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- EMOTIONAL & SOCIAL MATURITY MAY FLUCTUATE.
- SOCIAL GROUPS VERY IMPORTANT.
- MIXED GROUPS MAY BE DIFFICULT TO MANAGE.
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- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

THIS BEHAVIOR SHOULD BE A REVIEW AT THIS AGE LEVEL. COMBINE THIS BEHAVIOR WITH:
890-004 UNDERSTANDING STOP DROP AND ROLL
890-031 UNDERSTANDING CAMPING AND HIKING SAFETY
890-034 UNDERSTANDING YOUR PERSONAL AND COMMUNITY ROLE IN SAFETY

890-003
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING STOP, DROP AND ROLL

GRADE
3&4

REFERENCE #
890-004

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
BURNS

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

UNDERSTANDING AND PRACTICING STOP, DROP AND ROLL AT THE THIRD AND FOURTH GRADE LEVEL INVOLVES THESE BASIC LESSONS: **IF YOU HAVE AN ACCIDENT AND YOUR CLOTHES CATCH ON FIRE, STOP, DROP & ROLL.**

STOP - DON'T RUN OR THE FIRE WILL GET BIGGER.

DROP - DOWN TO THE GROUND WHEREVER YOU ARE, RIGHT AWAY - THEN COVER YOUR FACE.

ROLL - BACK & FORTH CONTINUOUSLY UNTIL ALL THE FIRE IS OUT. REMEMBER --YOU MUST CONTINUE TO ROLL UNTIL THE FIRE IS OUT.

IF YOU SEE SOMEONE ELSE ON FIRE TELL (YELL) TO THEM TO STOP, DROP AND ROLL. YOU CAN ALSO USE A BLANKET, JACKET OR LARGE TOWEL TO SMOTHER THE FIRE IN ORDER TO HELP SOMEONE WHO IS UNABLE TO STOP, DROP AND ROLL THEMSELVES.

AFTER YOU STOP, DROP AND ROLL, TELL A GROWN-UP, SO THAT THEY CAN HELP WITH CALLING 9-1-1 AND COOLING THE BURN.

REMIND STUDENTS THAT THIS IS A BEHAVIOR THAT THEY MUST REMEMBER ALL THEIR LIVES.

HELPFUL HINTS (STRATEGIES):

SHRINERS HOSPITAL HAS REPORTED THAT WHEN CHILDREN WERE ASKED IF THEY KNEW STOP, DROP & ROLL, MOST SAID THAT THEY UNDERSTOOD HOW TO DO STOP, DROP AND ROLL BUT THEY HAD NO ROOM WHERE THEIR CLOTHES CAUGHT FIRE TO DROP & ROLL.

DEVELOPMENTAL INFORMATION:

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- POSSESSES HIGH ACTIVITY LEVEL.
- MAY REBEL AGAINST AUTHORITY.
- DISTRESSED OR EXCITED EASILY.
- EMERGING CONCEPT OF TIME & SPACE.
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- MIXED GROUPS MAY BE DIFFICULT TO MANAGE.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

THESE LESSONS SHOULD BE AN ACTIVITY DONE ON A CLEAN BLANKET, CARPET OR MAT. USE A PAPER OR FELT FLAME WITH VELCRO TO PUT ON CLOTHES. ANOTHER ACTIVITY COULD BE TO TAKE THE STUDENTS TO A MORE CONFINED SPACE, LIKE A SMALL KITCHEN AREA TO STOP, DROP AND ROLL. WHEN CHILDREN'S CLOTHES CATCH FIRE QUITE OFTEN THEY ARE IN AN AREA THAT IS TOO SMALL TO STOP, DROP AND ROLL THE WAY THEY HAVE BEEN TAUGHT. REINFORCE COVERING YOUR FACE AND NOT RUNNING WHEN THERE IS NO ROOM TO DROP AND ROLL.

890-004
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

PARTICIPATING IN HOME HAZARD INSPECTIONS

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
GENERAL FIRE SAFETY

GRADE
3&4

REFERENCE #
890-005

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

YOU CAN HELP MOM & DAD MAKE YOUR HOME LESS LIKELY TO HAVE A FIRE.
INSTALL, TEST AND MAINTAIN SMOKE DETECTORS.
ANY MESSY ROOM IS A HAZARD ITSELF.
POISONOUS ITEMS SHOULD NOT BE STORED IN A LOW AREA WHERE CHILDREN CAN GET AT THEM.
REFERENCE TO SAFETY LATCHES.
NOTIFY AN GROWN-UP IF YOU FIND A POSSIBLE HAZARD.
DON'T PUT ANYTHING CLOSER THAN 3 FEET TO HEATERS.
DON'T USE EXTENSION CORDS OR AT LEAST DON'T RUN THEM UNDER RUGS.
KEEP SCREEN ON FIREPLACE.....CLEAN OIL BURNERS EVERY YEAR. AGE?...CLEAN STOVE REGULARLY....CLEAN CHIMNEY EVERY YEAR....DON'T LEAVE COOKING FOOD UNATTENDED....DON'T USE CORDS THAT ARE FRAYED....DON'T STORE GASOLINE OR PROPANE GAS INDOORS....GIVE MATCHES AND LIGHTERS TO ADULTS....DON'T OVERLOAD ELECTRIC OUTLETS....DON'T THROW FIREPLACE ASHES IN PAPER BAG - USE METAL BARREL AND STORE OUTSIDE....SMOKERS HAVE TO BE WATCHED.....DON'T THROW OUT HOT ASHES......CHECK SEAT CUSHIONS AFTER PARTIES.

HELPFUL HINTS (STRATEGIES):

USE THESE LESSONS AS IDEAS TO CREATE A HOME HAZARD CHECK LIST. OR, LOOK FOR PRE-MADE LISTS IN OTHER PROGRAMS FOUND IN APPENDIX "A".

SET UP A SLIDE SHOW WITH OTHER PROGRAMS OR USE YOUR OWN VIOLATIONS.

DEVELOPMENTAL INFORMATION:

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- EMERGING CONCEPT OF TIME & SPACE.
- LIKES TO EXPLORE THINGS.
- HAVE IMPROVED IN TAKING RISKS, WILL EXPERIMENT
- ATTENTION SPAN OF 30-45 MINS.
- TENDS TO BE GOOD NATURED, OBEDIENT & FUN.
- EMOTIONAL & SOCIAL MATURITY MAY FLUCTUATE.
- SOCIAL GROUPS VERY IMPORTANT.
- MIXED GROUPS MAY BE DIFFICULT TO MANAGE.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

BEST COPY AVAILABLE

890-005
BEHAVIOR REFER. #

1/16/97
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING COOKING SAFETY

GRADE
3&4

REFERENCE #
890-006

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
COOKING

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

THESE ARE THE LESSONS THAT SHOULD BE TAUGHT FOR THIS BEHAVIOR: COOL A BURN WITH COOL WATER AND NOTHING ELSE, STOP, DROP AND ROLL IF YOUR CLOTHES CATCH ON FIRE TELL AN ADULT IF YOU BURN YOURSELF, EVEN IF YOU WERE DOING SOMETHING YOU WEREN'T SUPPOSED TO AND LEARN THE "PUT A LID ON IT" TECHNIQUE TO PUT OUT PAN FIRES

HERE ARE SOME OTHER SAFETY ITEMS YOU SHOULD TEACH: RECOGNIZE THAT HOT LIQUIDS BURN JUST LIKE FLAMES DO.

KEEP ALL POT HANDLES TURNED IN AND USE OVEN MITT POT HOLDERS. LEARN TO USE TOASTER, STOVE, MICROWAVE OVEN CORRECTLY. (READ DIRECTIONS CAREFULLY.).WEAR TIGHT FITTING OR SHORT SLEEVES WHEN COOKING. A GROWNUP SHOULD ALWAYS SUPERVISE KIDS WHEN COOKING. STAND BY YOUR PAN! NEVER LEAVE COOKING UNATTENDED.

COOKING OIL IN FRYING PANS CAN IGNITE EASILY. DON'T LEAVE UNATTENDED AND KNOW WHAT TO DO. NEVER PUT WATER ON A GREASE FIRE AND IF A FIRE STARTS INSIDE THE OVEN, KEEP THE DOOR SHUT, TURN OFF THE HEAT AND CALL 911 FROM OUTSIDE THE HOUSE/APARTMENT

IF YOU SMELL NATURAL GAS OR PROPANE, LEAVE THE BUILDING AND TELL A GROWNUP

ONLY GROWNUPS SHOULD USE GAS GRILLS.

HELPFUL HINTS (STRATEGIES):

DON'T TEACH THEM HOW TO LIGHT A PILOT LIGHT.
IF STOVE DOESN'T IGNITE, TURN IT OFF.

DON'T TEACH THEM TO PUT A SMOKE DETECTOR IN THE KITCHEN.

EMPHASIZE MICROWAVE COOKING AND SCALDING BURNS FROM OPENING THINGS COOKED IN CONTAINERS.

REPORTING EMERGENCIES -

FIRES OUTSIDE, MEDICAL INSIDE

DEVELOPMENTAL INFORMATION:

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- POSSESSES HIGH ACTIVITY LEVEL.
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- EMERGING CONCEPT OF TIME & SPACE.
- LIKES TO EXPLORE THINGS.
- HAVE IMPROVED IN TAKING RISKS, WILL EXPERIMENT
- ATTENTION SPAN OF 30-45 MINS.
- TENDS TO BE GOOD NATURED, OBEDIENT & FUN.
- EMOTIONAL & SOCIAL MATURITY MAY FLUCTUATE.
- SOCIAL GROUPS VERY IMPORTANT.
- MIXED GROUPS MAY BE DIFFICULT TO MANAGE.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING ELECTRICAL SAFETY

GRADE
3&4

REFERENCE #
890-007

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
ELECTRICITY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

ELECTRICITY IS POWERFUL. IT IS A TOOL. NEED TO USE IT CAREFULLY, SAFELY.ELECTRICITY POWERS THINGS IN OUR HOUSE,.... DISCUSS WHAT YOU HAVE IN THE HOUSE THAT RUNS ON ELECTRICITY. ONE WAY TO USE ELECTRICITY SAFELY IS NOT TO PLUG TOO MANY THINGS INTO THE OUTLETS.IF YOUR ELECTRICAL PANEL HAS FUSES THAT KEEP BLOWING OR CIRCUIT BREAKERS THAT KEEP TRIPPING AN ELECTRICIAN IS NEEDED TO FIND OUT WHY OR YOU COULD HAVE A FIRE START IN THE WALLS THAT WON'T BE DETECTED BY THE SMOKE DETECTOR FOR A LONG TIME.

DON'T FOOL AROUND WITH ELECTRICAL OUTLETS OR PUT FINGERS OR ANYTHING ELSE IN ELECTRICAL OUTLET AND DON'T LET ANY OF YOUR YOUNGER BROTHERS OR SISTERS PLAY AROUND OR STICK ANYTHING INTO ELECTRICAL OUTLETS.

WHEN YOU ARE OUTSIDE, NEVER GO NEAR ELECTRICAL WIRES OR ELECTRICAL EQUIPMENT, ESPECIALLY IF THE WIRES ARE HANGING DOWN OR ARE ON THE GROUND. KNOW WHERE THE WIRES ARE THAT COME INTO YOUR HOUSE AND STAY AWAY FROM THEM.

KEEP ELECTRICITY AND THINGS THAT ARE PLUGGED IN AWAY FROM WATER INCLUDING THE SINK AND TUB.

ELECTRICAL CORDS MAY LOOK UGLY IN A ROOM BUT DON'T EVER HIDE THEM WHERE THEY CAN BE WALKED ON OR PINCHED BY FURNITURE.

HELPFUL HINTS (STRATEGIES):

DON'T TEACH HOW TO FIX ELECTRICAL APPLIANCES OR EQUIPMENT.

CHECK WITH LOCAL ELECTRIC UTILITY - ELECTRIC.

LIGHTNING: SEVERE STORMS

HOLIDAY HAZARDS

BOATING SAFETY.

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
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- MIXED GROUPS MAY BE DIFFICULT TO MANAGE.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

890-007
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

PRACTICING FIRE SAFETY WITH FLAMMABLE LIQUIDS

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
GENERAL FIRE SAFETY

GRADE
3&4

REFERENCE #
890-008

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

FLAMMABLE LIQUIDS GIVE OFF VAPORS THAT YOU CAN'T SEE BUT CAN BURN VERY QUICKLY AND IGNITE EASILY.
FLAMMABLE LIQUIDS INCLUDE GASOLINE, KEROSENE, LIGHTER FLUID, CHARCOAL FLUID, COLEMAN FUEL.
NEVER TRY TO LIGHT A FLAMMABLE LIQUID WITH A MATCH OR LIGHTER.
NEVER INHALE FLAMMABLE LIQUID VAPORS.
ALWAYS STORE FLAMMABLE LIQUIDS IN APPROVED SAFETY CAN.
WAIT FOR ENGINES TO COOL BEFORE REFUELING.
NEVER REFUEL OR FUEL AN ENGINE INDOORS.
NEVER RUN AN ENGINE INSIDE A BUILDING.
NEVER USE FLAMMABLE LIQUIDS TO CLEAN PARTS.
ALWAYS MOVE A LAWN MOWER OR OTHER GASOLINE APPLIANCES FROM THE FUELING LOCATION BEFORE ATTEMPTING TO START THE EQUIPMENT.
NO SMOKING AROUND FLAMMABLE LIQUIDS.
REINFORCE STOP, DROP AND ROLL.
HAVE KIDS LIST SOME FLAMMABLES.
HAVE TEACHER PRE-TEACH ABOUT FLAMMABLES, ELECTRICITY, VAPORS, IGNITION, ETC.
USE DRY ICE TO SHOW VAPOR.

HELPFUL HINTS (STRATEGIES):

HOW TO MAKE MOLOTOV COCKTAILS, ETC.

CONTACT SHRINERS BURN

TEACH THAT THE VAPORS BURN, NOT THE LIQUID AND THE VAPORS USUALLY SINK BECAUSE THEY ARE HEAVIER THAN AIR AND THAT ALMOST ANYTHING HOT CAN IGNITE.

STEAM IS A VAPOR THAT RISES.

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
- POSSESSES HIGH ACTIVITY LEVEL.
- MAY REBEL AGAINST AUTHORITY.
- DISTRESSED OR EXCITED EASILY.
- EMERGING CONCEPT OF TIME & SPACE.
- LIKES TO EXPLORE THINGS.
- HAVE IMPROVED IN TAKING RISKS, WILL EXPERIMENT
- ATTENTION SPAN OF 30-45 MINS.
- TENDS TO BE GOOD NATURED, OBEDIENT & FUN.
- EMOTIONAL & SOCIAL MATURITY MAY FLUCTUATE.
- SOCIAL GROUPS VERY IMPORTANT.
- MIXED GROUPS MAY BE DIFFICULT TO MANAGE.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

890-008
BEHAVIOR REFER. #

1/16/97
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

PRACTICING FIRE SAFETY AROUND HEATING SOURCES

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
GENERAL FIRE SAFETY

GRADE
3&4

REFERENCE #
890-009

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

IDENTIFY HEATING SOURCES IN THE HOUSE SUCH AS: FURNACES, PORTABLE HEATERS, BOILERS, WATER HEATERS, WOOD STOVES, RADIATORS OR OTHER FIXED HEATERS.

IF NEEDED, EXPLAIN A LITTLE HOW FURNACES WORK (BURNS GAS OR OIL, HEATS UP WATER AND PUMPS IT THROUGH PIPES OR HEATS UP AIR AND BLOWS THROUGH VENTS) ASK THE STUDENTS IF THEY KNOW WHAT THEIR HOUSE OR HOUSES ARE HEATED WITH.

EXAMPLE: EXPLAIN WHAT CAN BURN IF IT GETS TOO CLOSE TO A HEATING SOURCE : (PEOPLE, PAPER, CLOTHES, FURNITURE, BEDDING, PETS) SO, DON'T PUT CLOTHES ON THE HEATER TO DRY THEM.

HERE ARE SOME SAFETY LESSONS: MAKE A CIRCLE OF SAFETY (KEEP ANYTHING THAT CAN BURN AT LEAST 3 STEPS OR 3 FEET AWAY FROM HEATING SOURCES. THIS INCLUDES YOURSELF.)

DON'T LEAVE PORTABLE HEATERS ON IF YOU LEAVE THE ROOM OR THE HOUSE. PORTABLE HEATERS WITH FRAYED WIRES ARE A HOME HAZARD.

ALWAYS USE A SCREEN WITH A FIREPLACE. GROWNUPS SHOULD HAVE CHIMNEYS CHECKED EVERY YEAR

HELPFUL HINTS (STRATEGIES):

REINFORCE ELECTRICAL SAFETY AND REINFORCE:
TEST AND MAINTAIN SMOKE DETECTORS
BE SENSITIVE TO THE TYPE OF HOUSING STUDENTS LIVE IN (I.E. MOBILE HOMES, APARTMENTS, 3-DECKERS, CONDOS, SINGLE FAMILY HOMES.)

DEVELOPMENTAL INFORMATION:

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- LIKES TO EXPLORE THINGS.
- HAVE IMPROVED IN TAKING RISKS, WILL EXPERIMENT
- ATTENTION SPAN OF 30-45 MINS.
- TENDS TO BE GOOD NATURED, OBEDIENT & FUN.
- EMOTIONAL & SOCIAL MATURITY MAY FLUCTUATE.
- SOCIAL GROUPS VERY IMPORTANT.
- MIXED GROUPS MAY BE DIFFICULT TO MANAGE.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

BEST COPY AVAILABLE

890-009
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

INSTALLING AND MAINTAINING SMOKE DETECTORS / ALARMS

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
ALARMS

GRADE
3&4

REFERENCE #
890-010

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

AT THE THIRD AND FOURTH GRADE LEVEL THE LESSONS TAUGHT TO THE STUDENTS SHOULD INCLUDE:
WHAT DOES A SMOKE ALARM OR DETECTOR LOOK LIKE AND SOUND LIKE ?
(BRING A WORKING SMOKE DETECTOR WITH YOU INTO THE CLASS ROOM)
WHEN A DETECTOR SOUNDS YOU MUST GET OUT AND STAY OUT. (DONT HIDE, DON'T STAY INSIDE)
WHEN A DETECTOR CHIRPS IT MEANS THAT THE BATTERY NEEDS TO BE REPLACED
(TELL YOUR PARENTS THAT SMOKE DETECTORS USE RECTANGULAR BATTERIES NOT ROUND BATTERIES)
THE DETECTORS SHOULD BE TESTED BY A GROWNUP EVERY MONTH
THE DETECTORS SHOULD HAVE THEIR BATTERIES REPLACED ONCE A YEAR WHEN YOUR CLOCKS GET CHANGED
(SEE HELPFUL HINTS)

HELPFUL HINTS (STRATEGIES):

THE CHANGE YOUR CLOCK, CHANGE YOUR BATTERY PROGRAM IS DESIGNED TO GIVE A HOUSEHOLD TWO TIMES DURING THE YEAR TO CHANGE THE BATTERIES IN THEIR DETECTORS WITH THE GOAL OF GETTING THE BATTERIES CHANGED AT LEAST ONCE.

HOMEWORK:

CHECK DETECTORS IN ALL THE PLACES YOU LIVE.
IF YOU LIVE AT MORE THAN ONE HOME YOU NEED TO BE SURE THAT THE SMOKE DETECTORS WORK IN EVERY ONE OF THOSE HOMES.

DEVELOPMENTAL INFORMATION:

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- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

WHAT THE INSTRUCTOR SHOULD UNDERSTOOD ABOUT SMOKE ALARMS OR SMOKE DETECTORS: SMOKE DETECTORS MUST BE INSTALLED AT OR NEAR THE CEILING WITH IN 10 FEET FROM BED ROOM DOORS AND AT THE TOP AND BOTTOM OF STAIRWAYS ON EVERY LEVEL OF YOUR HOME. YOU SHOULD TEST THE DETECTOR AT LEAST MONTHLY, CHANGE THE BATTERIES WHEN YOU CHANGE YOUR CLOCKS IN THE SPRING OR FALL AND REPLACE THE DETECTOR AFTER TEN YEARS. THE NEWEST ADDITION OF THE BUILDING CODE REQUIRES NEW AND RENOVATED HOMES TO HAVE DETECTORS INSIDE EVERY BED ROOM.

890-010
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING ESCAPE PLANS

TARGET GROUP: **AGES 8-10 THIRD & FOURTH**

SAFETY CATEGORY: **ESCAPE**

GRADE **3&4**

REFERENCE # **890-011**

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

LISTED BELOW ARE THE ITEMS NECESSARY FOR A COMPLETE ESCAPE PLAN FOR CHILDREN IN THIS AGE GROUP :
TEST AND MAINTAIN SMOKE DETECTORS AT HOME.
ROLL OUT OF BED. CRAWL LOW UNDER SMOKE, ON HANDS AND KNEES, NOT ON BELLY. CHECK ALL CLOSED DOORS WITH BACK OF HAND BEFORE OPENING. NEVER OPEN HOT DOORS, IF DOOR IS HOT, USE 2ND EXIT, IF 2ND EXIT IS WINDOW ABOVE 1ST FLOOR, OPEN WINDOW AND SCREEN, KNEEL BY WINDOW AND CALL FOR HELP. USE A PILLOWCASE OR PIECE OF CLOTHING TO WAVE OUT THE WINDOW. GET OUTSIDE TO YOUR MEETING PLACE AND STAY OUTSIDE., NEVER GO BACK FOR PETS OR PEOPLE.
CALL FIRE DEPARTMENT FROM OUTSIDE THE HOUSE KNOW 2 WAYS OUT OF EVERY ROOM. MEETING PLACE MUST BE AWAY FROM HOUSE AND VISIBLE TO FIRE DEPARTMENT WHEN THEY ARRIVE. PRACTICE YOUR ESCAPE PLAN TWICE A YEAR WITH THE ENTIRE FAMILY.

IMPORTANT......... IF YOU SLEEP IN MORE THAN ONE HOME YOU MUST HAVE AN ESCAPE PLAN IN EACH HOME AND PRACTICE IT WITH EVERYONE LIVING IN THAT HOUSE.

HELPFUL HINTS (STRATEGIES):

KNOW HOW TO OPEN ALL WINDOWS, DOORS AND SCREENS AT HOME.
NEVER USE AN ELEVATOR IN A FIRE.
DON'T EVER TRY AND HIND INSIDE A BURNING BUILDING.
NEVER BREAK WINDOWS

DEVELOPMENTAL INFORMATION:

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TEACHER'S NOTES:

890-011
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING CRAWL LOW UNDER SMOKE

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
ESCAPE

GRADE
3&4

REFERENCE #
890-012

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

GOOD AIR IN A FIRE IS DOWN LOW CLOSE TO THE FLOOR - STAY LOW.

WHEN THE SMOKE DETECTOR GOES OFF & WAKES YOU UP, ROLL OUT OF BED. CRAWL ON YOUR HANDS AND KNEES, NOT YOUR BELLY AND GO TO THE DOOR OR OUTSIDE.

IN A FIRE, SMOKE AND HEAT WILL RISE TO THE CEILING AND CLEANER AIR WILL BE CLOSE TO THE FLOOR. GOOD AIR IN A FIRE IS DOWN LOW CLOSE TO THE FLOOR - STAY LOW.

TEST ALL CLOSED DOORS WITH THE BACK OF YOUR HAND.

GET OUTSIDE AND STAY OUTSIDE AT YOUR SPECIAL MEETING PLACE.

DON'T OPEN HOT DOORS AND NEVER HIDE IN A CLOSET OR UNDER THE BED.

HELPFUL HINTS (STRATEGIES):

GOING BACK IN FOR PETS, PEOPLE OR POSSESSIONS.

FINDING OR SEARCHING FOR THE FIRE.

SHOULD BE TAUGHT IN CONTINUING WITH ESCAPE PLAN.

WHERE DO YOU CRAWL TO: NEAREST SAFEST EXIT - BE IT A DOOR, SLIDER OR WINDOW.

DEVELOPMENTAL INFORMATION:

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TEACHER'S NOTES:

890-012
BEHAVIOR REFER. #

1/16/97
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION
CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

IDENTIFYING EXIT SIGNS &KNOWING TWO WAYS OUT OF PUBLIC PLACES

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
EXITS

GRADE
3&4

REFERENCE #
890-013

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

AT THIS AGE, YOU SHOULD BE ABLE TO USE EXIT AS A VOCABULARY WORD OR HAVE THEM COUNT THE EXITS IN THE SCHOOL FOR MATH. THEY COULD MEASURE THE DISTANCE TO AN EXIT OR COUNT HOW MANY PEOPLE IN THE DIFFERENT CLASSROOMS THAT HAVE TO USE THAT EXIT.

ALL PUBLIC PLACES MUST HAVE EXIT SIGNS AND THEY ARE USUALLY RED. THEY ARE LOCATED HIGH ON THE WALL AND DIRECT YOU TO AN EXIT. THESE SIGNS ARE USUALLY LIGHTED OR WILL GLOW IN THE DARK. THIS IS SO YOU CAN FIND THE DOOR EVEN WHEN THE ROOM IS DARK..

THE WORD EXIT MEANS " A WAY TO GET OUT " YOU SHOULD HAVE TWO WAYS OUT (EXITS) WHERE EVER YOU ARE. REMEMBER THAT IN PUBLIC PLACES EXITS MUST BE DOORS BUT IN HOMES THE BEDROOM WINDOW CAN BE THE 2ND EXIT.

WHEN YOU GO TO A PLACE THAT YOU HAVE NEVER BEEN BEFORE, YOU SHOULD LOOK AROUND THE ROOM UP HIGH FOR THE EXIT SIGNS SO THAT YOU KNOW AT LEAST TWO WAYS OUT IF THERE IS AN EMERGENCY. ASK THE STUDENTS TO LIST PLACES WHERE THEY HAVE BEEN THAT HAVE EXIT SIGNS

EXIT SIGNS ARE NOT OVER ELEVATORS BECAUSE ELEVATORS ARE NOT SAFE TO TAKE IN AN EMERGENCY.

IF AT HOME OR IN SCHOOL, GO TO SPECIAL MEETING PLACE UPON EXITING BUILDING DURING AN EMERGENCY.

HELPFUL HINTS (STRATEGIES):

REMEMBER NOT ALL WINDOWS OPEN. AND NOT ALL WINDOWS, STORM WINDOWS ETC. CAN BE OPENED BY CHILDREN.

DEVELOPMENTAL INFORMATION:

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- QUESTION & ANSWER FORMAT WORKS WELL.
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TEACHER'S NOTES:

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890-013
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

RESPONDING CORRECTLY TO FIRE & EMERGENCY DRILLS

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
ESCAPE

GRADE
3&4

REFERENCE #
890-014

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

AT THIS AGE FIRE DRILLS SHOULD BE CONDUCTED AT SCHOOL AND AT HOME, SO THAT THE CHILD CAN BE TAUGHT THE CORRECT THINGS TO DO IN THE EVENT OF A REAL EMERGENCY. (SEE 345-005 UNDERSTANDING ESCAPE PLANS FOR HOME)

AT SCHOOL: WHEN THE ALARM SOUNDS THE STUDENTS SHOULD IMMEDIATELY STOP EVERYTHING THAT THEY ARE DOING LOOK FOR THE TEACHER OR A GROWN-UP FOR ANY INSTRUCTIONS AND THEN LINE UP AT THE CLASSROOM DOOR WHILE REMAINING QUIET SO THEY CAN LISTEN FOR ANY CHANGING INSTRUCTIONS.FOLLOWING THE TEACHER OR GROWN-UP THEY SHOULD LEAVE QUIETLY AND QUICKLY TO THE EXIT AND THEN TO THEIR MEETING PLACE OUTSIDE THE SCHOOL. THE MEETING PLACE SHOULD BE WELL AWAY FROM WHERE THE FIRE TRUCKS HAVE TO MANEUVER. IT IS IMPORTANT TO STAY TOGETHER AND REMAIN QUIET SO THAT THE TEACHER CAN TAKE ATTENDANCE AND TO REPORT ANYONE MISSING. YOU SHOULD REINFORCE THAT EVERY TIME THE ALARM SOUNDS YOU MUST EXIT FIRST AND ASK QUESTIONS LATER, THIS IS THE BEHAVIOR THAT YOU ARE REALLY TEACHING. (UNANNOUNCED DRILLS ARE ONLY FOR TESTING WHAT YOU HAVE ALREADY TAUGHT. IF YOU HAVEN'T TAUGHT THE BEHAVIOR DON'T TEST IT.) EXPLAIN THAT SIGNS THAT ARE RED AND THINGS THAT ARE RED ON BUILDINGS ARE FOR USE IN EMERGENCIES SUCH AS FIRE ALARM PULL STATIONS, EXIT SIGNS, ALARM BELLS... THIS CAN BE HELPFUL IN TEACHING HOW STUDENTS CAN REPORT A FIRE ON THEIR OWN.

HELPFUL HINTS (STRATEGIES):

WHEN AN ALARM SOUNDS (EVERY TIME AN ALARM SOUNDS) YOU MUST GO TO THE NEAREST SAFE EXIT, GET OUT AND THEN STAY OUT -

GO TO YOUR MEETING PLACE
IF YOU ARE SEPARATED FROM A GROUP, GET OUT ON YOUR OWN AND TELL A TEACHER THAT YOU WERE SEPARATED.

EXPLAIN THAT EXITS CAN BE BLOCKED BY SMOKE OR FIRE OR SOMETHING ELSE THAT MAY REQUIRE YOU TO GO TO YOUR ALTERNATE EXIT.

BE SURE AND TEACH (OR REMIND) STUDENTS TO NEVER USE AN ELEVATOR DURING A FIRE ALARM OR DURING A FIRE

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TEACHER'S NOTES:

REVIEW THE ESCAPE PLANS THAT ARE IN EFFECT FOR THE BUILDING (CLASS ROOM) THAT YOU ARE TEACHING IN PRIOR TO TEACHING THE LESSON. THIS WILL ALLOW YOU TO ANSWER ANY QUESTIONS THAT MIGHT BE ASKED DURING THE LESSON. EXPLAIN THAT ELEVATORS SHOULD NEVER BE USED IN A FIRE EMERGENCY, NOT BECAUSE THE CABLE CAN BURN THROUGH BUT BECAUSE THE SHAFT ACTS AS A CHIMNEY CARRYING HEAT AND SMOKE UP IT AND BECAUSE THE CAR CAN GET CALLED TO THE FLOOR THAT IS ON FIRE AND OPEN LEAVING YOU TRAPPED.

890-014
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION
CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

REPORTING FIRES AND OTHER EMERGENCIES

GRADE
3&4

REFERENCE #
890-015

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
EMERGENCIES

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

AN EMERGENCY IS WHEN SOMEONE IS IN TROUBLE AND NEEDS HELP RIGHT AWAY, **TO SAVE A LIFE...TO STOP A CRIME** ...OR **TO REPORT A FIRE....** KNOW YOUR EMERGENCY NUMBER **9 1 1** .

BE READY TO GIVE THE FOLLOWING INFORMATION:
1.-YOUR NAME. 2-. THE ADDRESS OF THE EMERGENCY (INCLUDE THE STREET NAME, STREET NUMBER AND TOWN)
3.- TYPE OF EMERGENCY 4.- AND THE TELEPHONE NUMBER AT THE LOCATION THAT YOU ARE CALLING FROM.
THEN ATTEMPT TO HAVE SOMEONE MEET THE FIRE DEPARTMENT.
(NOTE: WHEN YOU CALL **9 1 1** EVEN IF YOU DON'T SAY ANYTHING SOMEONE WILL COME TO WHERE YOU ARE CALLING FROM TO SEE WHAT IS WRONG.)

KNOW WHAT A FIRE ALARM "PULL BOX" IS AND HOW TO USE IT:
1.- PULL ALARM. 2.- STAND BY BOX. 3-. POINT OUT EMERGENCY TO FIRE DEPARTMENT
REPORT A FIRE FROM OUTSIDE THE HOUSE UNLESS YOU ARE TRAPPED INSIDE.
STAY CALM AND SPEAK CLEARLY.
WAIT FOR DISPATCHER TO REPEAT THE ADDRESS AND DON'T HANG UP UNTIL TOLD TO BY THE DISPATCHER.

HELPFUL HINTS (STRATEGIES):

SAYING 9 - ELEVEN OR E 911 - - - KIDS WILL DIAL "E" + 911

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
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- MAY REBEL AGAINST AUTHORITY.
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- EMERGING CONCEPT OF TIME & SPACE.
- LIKES TO EXPLORE THINGS.
- HAVE IMPROVED IN TAKING RISKS, WILL EXPERIMENT
- ATTENTION SPAN OF 30-45 MINS.
- TENDS TO BE GOOD NATURED, OBEDIENT & FUN.
- EMOTIONAL & SOCIAL MATURITY MAY FLUCTUATE.
- SOCIAL GROUPS VERY IMPORTANT.
- MIXED GROUPS MAY BE DIFFICULT TO MANAGE.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

BEST COPY AVAILABLE

890-015
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING ARSON AND FALSE ALARMS

GRADE **3&4**

REFERENCE # **890-016**

TARGET GROUP: **AGES 8-10 THIRD & FOURTH**

SAFETY CATEGORY: **ARSON**

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

ARSON IS THE SETTING OF A FIRE ON PURPOSE. IT IS NOT ACCIDENTAL AT ALL.
ARSON IS AGAINST THE LAW AND IS PUNISHABLE BY A FINE OR JAIL OR BOTH.

FALSE ALARMS ARE ILLEGAL AND CAN HURT :
1. FIREFIGHTERS RESPONDING TO IT.
2. PUBLIC IN CARS OR ON FOOT HAVING ACCIDENT WITH APPARATUS.
3. PEOPLE WITH REAL EMERGENCIES.

FALSE ALARMS WASTE VALUABLE TIME AND MONEY.
YOUR PRANK COULD KILL SOMEONE.
ARSON IS THE # 1 CRIME COMMITTED BY CHILDREN.
YOU CAN BE MADE TO PAY FOR THE COST OF PUTTING THE FIRE OUT. THE COST OF THE FIRE ITSELF. YOU CAN BE FORCED TO DO COMMUNITY SERVICE AND YOU CAN EVEN BE TAKEN AWAY FROM YOUR FAMILY AND HOME.

HELPFUL HINTS (STRATEGIES):

GREAT LESSON TO LEAD INTO WITH A STORY OR RECENT NEWS ARTICLE. KIDS LOVE STORIES, ESPECIALLY TRUE STORIES AND TRUE STORIES FROM FIREFIGHTERS.

DEVELOPMENTAL INFORMATION:

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- POSSESSES HIGH ACTIVITY LEVEL.
- MAY REBEL AGAINST AUTHORITY.
- DISTRESSED OR EXCITED EASILY.
- EMERGING CONCEPT OF TIME & SPACE.
- LIKES TO EXPLORE THINGS.
- HAVE IMPROVED IN TAKING RISKS, WILL EXPERIMENT
- ATTENTION SPAN OF 30-45 MINS.
- TENDS TO BE GOOD NATURED, OBEDIENT & FUN.
- EMOTIONAL & SOCIAL MATURITY MAY FLUCTUATE.
- SOCIAL GROUPS VERY IMPORTANT.
- MIXED GROUPS MAY BE DIFFICULT TO MANAGE.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

890-016
BEHAVIOR REFER. #

1/16/97
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING SAFETY AROUND EXPLOSIVES AND FIREWORKS

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
FIREWORKS

GRADE
3&4

REFERENCE #
890-017

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

DON'T PLAY WITH FIREWORKS AND DON'T GO NEAR ANYONE THAT DOES.
FIREWORKS ARE ILLEGAL AND DANGEROUS.
EVEN SPARKLERS CAN CAUSE BAD BURNS.
DON'T GO NEAR SPENT FIREWORKS AFTER THEY HAVE EXPLODED OR IF THEY DON'T GO OFF.
FIREWORKS ARE UNPREDICTABLE AND CAN EXPLODE IN YOUR HAND.
TALK ABOUT WHY THEY ARE DANGEROUS / UNSTABLE.
- DISMEMBERMENT
- BURNS TO PERSON
- BURNING OF PROPERTY

WHAT ARE SOME OTHER EXPLOSIVE THINGS?
-BLASTING CAPS
-DYNAMITE / T.N.T.

HELPFUL HINTS (STRATEGIES):

STRESS THAT IT IS OK, IN FACT A LOT OF FUN, TO GO TO A PUBLIC FIREWORKS DISPLAY. THE PEOPLE WHO PUT ON THESE SHOWS ARE DOING A JOB . THEY ARE NOT PLAYING. THEY HAVE BEEN TRAINED AND THEY KNOW HOW DANGEROUS FIREWORKS ARE.

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
- POSSESSES HIGH ACTIVITY LEVEL.
- MAY REBEL AGAINST AUTHORITY.
- DISTRESSED OR EXCITED EASILY.
- EMERGING CONCEPT OF TIME & SPACE.
- LIKES TO EXPLORE THINGS.
- HAVE IMPROVED IN TAKING RISKS, WILL EXPERIMENT
- ATTENTION SPAN OF 30-45 MINS.
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- MIXED GROUPS MAY BE DIFFICULT TO MANAGE.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

120

890-017
BEHAVIOR REFER. #

1/16/97
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

PRACTICING SAFETY WHEN HOME ALONE

GRADE
3&4

REFERENCE #
890-018

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
HOME SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

FOLLOW LATCHKEY OR BABYSITTING CURRICULUMS.

THIS BEHAVIOR IS ALSO AN ENTIRE CLASS.

BABYSITTING CHECK OFF LIST.

HELPFUL HINTS (STRATEGIES):

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
- POSSESSES HIGH ACTIVITY LEVEL.
- MAY REBEL AGAINST AUTHORITY.
- DISTRESSED OR EXCITED EASILY.
- EMERGING CONCEPT OF TIME & SPACE.
- LIKES TO EXPLORE THINGS.
- HAVE IMPROVED IN TAKING RISKS, WILL EXPERIMENT
- ATTENTION SPAN OF 30-45 MINS.
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- EMOTIONAL & SOCIAL MATURITY MAY FLUCTUATE.
- SOCIAL GROUPS VERY IMPORTANT.
- MIXED GROUPS MAY BE DIFFICULT TO MANAGE.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

890-018
BEHAVIOR REFER. #

1/16/97
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING SAFETY WHEN BABYSITTING

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
BABYSITTING

GRADE
3&4

REFERENCE #
890-019

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

FOLLOW LATCHKEY OR BABYSITTING CURRICULUM.

THIS BEHAVIOR SHOULD BE AN ENTIRE CLASS OR SERIES OF CLASSES.

HELPFUL HINTS (STRATEGIES):

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
- POSSESSES HIGH ACTIVITY LEVEL.
- MAY REBEL AGAINST AUTHORITY.
- DISTRESSED OR EXCITED EASILY.
- EMERGING CONCEPT OF TIME & SPACE.
- LIKES TO EXPLORE THINGS.
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- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

BEST COPY AVAILABLE

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING FIRST-AID FOR BURNS

GRADE
3&4

REFERENCE #
890-020

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
BURNS

APPENDIX "A" CONTAINS THE
REFERENCE INFORMATION

APPENDIX "B" CONTAINS THE
GLOSSARY

APPENDIX "C" CONTAINS SOME
SAMPLE LESSON PLANS

LESSONS TO TEACH (OBJECTIVES):

STUDENTS AT THIS AGE NEED TO UNDERSTAND PUTTING OUT THE FIRE AND SEEKING MEDICAL HELP ARE THE MOST IMPORTANT THINGS TO DO.

REVIEW THE FIRE TRIANGLE (SOMETHING TO BURN, HEAT TO GET IT TO BURN AND AIR OR OXYGEN). THEN REVIEW STOP, DROP ,COVER AND ROLL, WITH THE IDEA THAT THE PURPOSE IS TO SMOTHER (REMOVE THE OXYGEN) TO PUT THE FIRE OUT. IT IS NOT ALWAYS POSSIBLE TO ROLL TO SMOTHER A FIRE ON YOU OR YOUR CLOTHES BUT SMOTHERING AND NOT RUNNING TO FAN THE FLAMES IS THE KEY TO EXTINGUISHING THE FIRE.. RECENT INTERVIEWS OF BURN VICTIMS STATED THAT THEY WERE AWARE OF STOP DROP AND ROLL BUT WHEN THEIR CLOTHES CAUGHT FIRE THERE WAS NO ROOM TO DROP AND ROLL THE FLAMES OUT.

AFTER REVIEWING THE FIRE TRIANGLE AND EXTINGUISHING THE FIRE THEN DISCUSS THIS BEHAVIOR, FIRST-AID FOR BURNS: REMOVE THE BURNING OR BURNT CLOTHES, COOL THE BURN WITH WATER, LOTS OF WATER. EXPLAIN THAT SKIN WILL CONTINUE TO BURN EVEN AFTER THE FLAMES HAVE BEEN EXTINGUISHED JUST AS A ROAST IN THE OVEN WILL CONTINUE TO COOK AFTER YOU TAKE IT OUT OF THE OVEN. TALK ABOUT SUNBURNS AS BEING A MINOR BURN.

HELPFUL HINTS (STRATEGIES):

HAVE THEM LIST THINGS THAT CAN BURN YOU.

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
- POSSESSES HIGH ACTIVITY LEVEL.
- MAY REBEL AGAINST AUTHORITY.
- DISTRESSED OR EXCITED EASILY.
- EMERGING CONCEPT OF TIME & SPACE.
- LIKES TO EXPLORE THINGS.
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- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

123

BEHAVIOR DESCRIPTION:

UNDERSTANDING TRANSPORTATION SAFETY
(BUS, SEAT BELT, BICYCLE)

TARGET GROUP: **AGES 8-10 THIRD & FOURTH**

SAFETY CATEGORY: **TRANSPORTATION**

GRADE **3&4**

REFERENCE # **890-021**

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

BUS SAFETY: STAY SEATED ON THE BUS; NO HORSEPLAY ON THE BUS; LISTEN TO THE BUS DIVER AND FOLLOW DIRECTIONS.

PEDESTRIAN: LOOK BEFORE CROSSING STREET, USE CROSSWALKS, STAY AWAY FROM STRANGERS.

BIKING: WEAR A HELMET WHEN RIDING YOUR BIKE. DON'T DOUBLE UP, KNOW RULES OF ROAD, GET REFLECTORS ON BIKE, BE CAREFUL CROSSING STREET, DON'T WEAVE IN AN OUT OF PARKED CARS. WATCH FOR OPENING CAR DOORS.

CAR: WEAR SEAT BELT, DON'T DISTRACT DRIVER, DON'T HANG HEAD, ARMS OR LEGS OUT WINDOW. KEEP DOORS LOCKED. NEVER SIT ON OUTSIDE OF MOVING VEHICLE.

TRAINS: STAY SEATED ON TRAIN. DON'T JUMP TRAINS OR TRY TO RIDE ON OUTSIDE, STAY OFF TRACKS, STAY AWAY FROM SWITCHES, STAY AWAY FROM 3RD RAIL. STAY BACK ON RAILROAD PLATFORM. DON'T TRY TO BOARD / EXIT A MOVING TRAIN.

PLANES: STAY BELTED IN SEAT. PAY ATTENTION TO EMERGENCY IN-FLIGHT INSTRUCTIONS.

SKATEBOARDS AND ROLLER BLADES: FOLLOW RULES OF ROAD. WEAR HELMET, KNEE PADS, ELBOW PADS. KNOW WHERE YOU ARE PERMITTED TO SKATEBOARD & ROLLER BLADE.

HELPFUL HINTS (STRATEGIES):

CHECK TO SEE IF THIS LESSON IS TAUGHT BY POLICE SAFETY OFFICER OR HEALTH EDUCATOR.

STRESS PERSONAL SAFETY. FOR EXAMPLE: USE WRIST GUARDS WHEN SKATE BOARDING

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
- POSSESSES HIGH ACTIVITY LEVEL.
- MAY REBEL AGAINST AUTHORITY.
- DISTRESSED OR EXCITED EASILY.
- EMERGING CONCEPT OF TIME & SPACE.
- LIKES TO EXPLORE THINGS.
- HAVE IMPROVED IN TAKING RISKS, WILL EXPERIMENT
- ATTENTION SPAN OF 30-45 MINS.
- TENDS TO BE GOOD NATURED, OBEDIENT & FUN.
- EMOTIONAL & SOCIAL MATURITY MAY FLUCTUATE.
- SOCIAL GROUPS VERY IMPORTANT.
- MIXED GROUPS MAY BE DIFFICULT TO MANAGE.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

890-021
BEHAVIOR REFER. #

2/3/97
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING SAFETY WITH DRUGS & ALCOHOL

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
DRUGS

GRADE
3&4

REFERENCE #
890-022

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

THE USE OF ALCOHOL AND OTHER BEHAVIOR ALTERING DRUGS CAN HARM A YOUNG PERSON'S PHYSICAL, EMOTIONAL AND SOCIAL DEVELOPMENT.

THERE IS A DIFFERENCE BETWEEN DRUGS USED AS MEDICINE VS. "STREET DRUGS" AND ALCOHOL.

IT IS IMPORTANT TO UNDERSTAND THAT ONLY PARENTS AND DOCTORS SHOULD GIVE CHILDREN DRUGS FOR MEDICAL USE.

NEVER TAKE DRUGS OR ALCOHOL FROM FRIENDS OR STRANGERS.

IT IS IMPORTANT TO YOUR HEALTH AND WELL BEING OF OUR COMMUNITY THAT YOU RESIST THE PRESSURE TO USE ALCOHOL AND DRUGS.

THE USE OF ALCOHOL AND OTHER "STREET DRUGS" BY YOUNG PEOPLE CAN LEAD TO IRRESPONSIBLE BEHAVIOR WHICH CAN PUT THEM IN DANGER OF HARMING THEMSELVES AND OTHERS.

DON'T TAKE ANYTHING FROM A STRANGER OR EVEN A FRIEND IF YOU DON'T KNOW WHAT IT IS. DRUGS AND ALCOHOL MAKE YOU "HIGH" FOR A LITTLE WHILE AND THEY KEEP YOU FROM THINKING CORRECTLY AND PROTECTING YOURSELF FROM DANGER.

HELPFUL HINTS (STRATEGIES):

EMPHASIZE THE SMOKING AS A FIRE PROBLEM.

EMPHASIZE THAT DRUGS IMPAIR YOUR JUDGMENT AND LEAD TO CARELESSNESS.

SMOKING IS THE LEADING CAUSE OF FIRE DEATHS

COORDINATE WITH ONGOING SCHOOL PROGRAMS.

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
- POSSESSES HIGH ACTIVITY LEVEL.
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- DISTRESSED OR EXCITED EASILY.
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TEACHER'S NOTES:

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING POISON PREVENTION

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
POISON

GRADE
3&4

REFERENCE #
890-023

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

STAY AWAY FROM CHEMICALS UNDER THE KITCHEN SINK, IN WORKSHOP OR IN GARAGE. KEEP SMALLER CHILDREN AWAY FROM THESE AREAS. CERTAIN HOUSEHOLD CHEMICALS MIXED TOGETHER HURT OR CAN KILL YOU.

DON'T MIX CHEMICALS TOGETHER, DON'T PUT CHEMICALS INTO FOOD CONTAINERS OR INTO OTHER CONTAINERS.

POISONS ARE THINGS THAT ARE INHALED OR EATEN THAT AREN'T MEANT TO BE EATEN AND THAT CAN HURT YOU.

NEVER INHALE GASOLINE, PROPANE, HAIR SPRAY, PAINTS OR ANYTHING ELSE TO GET "HIGH". (BE PREPARED TO EXPLAIN WHY.)

IF A CHEMICAL OR POISON SPILLS ONTO YOUR SKIN AND BURNS YOU, RINSE IT WITH PLENTY OF WATER.. CALL 9 1 1 TO SAVE A LIFE IF SOMEONE IS POISONED.

HELPFUL HINTS (STRATEGIES):

DON'T TALK ABOUT GETTING YOUR STOMACH PUMPED OR ANY OTHER TREATMENT AT THE HOSPITAL.

EXPLAIN WHAT A CHEMICAL IS.

EXPLAIN WHAT IS A POISON.

BE CAREFUL ABOUT USING EXAMPLES IF YOU FEEL KIDS WILL EXPERIMENT.

REVIEW REPORTING EMERGENCIES WITH THE CLASS.

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
- POSSESSES HIGH ACTIVITY LEVEL.
- MAY REBEL AGAINST AUTHORITY.
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- EMERGING CONCEPT OF TIME & SPACE.
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- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

126

890-023
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING CULTURAL FIRE SAFETY ISSUES

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
COMMUNITY SERVICE

GRADE
3&4

REFERENCE #
890-024

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

CANDLE SAFETY - NEVER LEAVE CANDLES UNATTENDED.
BIRTHDAY, HANUKKAH, CHRISTMAS, HALLOWEEN.
COOK SAFELY IN AREAS AND IN EQUIPMENT DESIGNED FOR COCKING (NOT IN BATHTUB)
NEVER USE STOVES AND OVENS TO HEAT YOUR HOME OR TO DRY OUR CLOTHING.
FIREWORKS ARE ILLEGAL AND DANGEROUS TO USE.
IF YOU HAVE AN EMERGENCY, CALL 911 IMMEDIATELY. EVERYONE AT HOME SHOULD BE ABLE TO GIVE THEIR ADDRESS IN ENGLISH. THEY MUST BE ABLE TO COMMUNICATE THE EMERGENCY IN ENGLISH.
IF YOU CAN'T SPEAK ENGLISH, PULL A FIRE ALARM BOX AND POINT TO THE PROBLEM.
CHECK AND TEST EVERY SMOKE DETECTOR AT HOME.
INSTALL SMOKE DETECTORS IN YOUR HOME

HELPFUL HINTS (STRATEGIES):

BE CAREFUL NOT TO INSULT ANYONE'S RELIGION OR BELIEFS.

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
- POSSESSES HIGH ACTIVITY LEVEL.
- MAY REBEL AGAINST AUTHORITY.
- DISTRESSED OR EXCITED EASILY.
- EMERGING CONCEPT OF TIME & SPACE.
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- HAVE IMPROVED IN TAKING RISKS, WILL EXPERIMENT
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- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

890-024
BEHAVIOR REFER. #

1/16/97
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION
CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

CELEBRATING BIRTHDAYS SAFELY

GRADE
3&4

REFERENCE #
890-025

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
HOLIDAY SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

CHILDREN SHOULD CLEARLY UNDERSTAND THE DANGERS OF PLAYING WITH LIGHTERS, MATCHES AND CANDLES. THOSE DANGERS ARE: CAUSING FIRES, GETTING BURNED AND HURTING OTHERS.

EMPHASIS SHOULD BE PLACED ON KEEPING IGNITION SOURCES AWAY FROM COMBUSTIBLES AND ON DISCOURAGING ANY USE OF FIREWORKS.

ONLY GROWN UPS SHOULD LIGHT CANDLES OF ANY KIND.

ALL DECORATIONS MUST BE KEPT WELL AWAY FROM OPEN FLAMES.

NEVER CARRY A LIT CANDLE AROUND, AVOID REACHING OVER CANDLE AND NEVER LEAVE CANDLES UNATTENDED. CANDLES NEED A CIRCLE OF SAFETY, FREE FROM ANYTHING THAT CAN BURN.

NEVER BURN WRAPPING PAPER, DISCARD IN TRASH.
REMIND GROWN UPS TO CHECK ALL SMOKE DETECTORS IN THE HOUSE.
FIREWORKS ARE EXPENSIVE, ILLEGAL AND UNPREDICTABLE AND SHOULD NEVER BE USED. THIS INCLUDES THE USE OF SPARKLERS.

HELPFUL HINTS (STRATEGIES):

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
- POSSESSES HIGH ACTIVITY LEVEL.
- MAY REBEL AGAINST AUTHORITY.
- DISTRESSED OR EXCITED EASILY.
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- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

BEST COPY AVAILABLE

890-025
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

CELEBRATING HALLOWEEN SAFELY

GRADE
3&4

REFERENCE #
890-026

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
HOLIDAY SAFELY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

ALWAYS TRICK OR TREAT WITH AN ADULT OR AT LEAST IN A GROUP.
STAY WITH YOUR FRIENDS AND LOOK OUT FOR EACH OTHER.

USE A FLASHLIGHT TO SEE WHERE YOU'RE GOING (NEVER A CANDLE)
LOOK BEFORE CROSSING THE STREET AND REMEMBER THAT DRIVER MAY NOT BE ABLE TO SEE YOU.
DO NOT STEP INTO STREET FROM BEHIND OR IN BETWEEN PARKED CARS.
TRY TO CROSS STREET AT CORNERS, DON'T ZIG-ZAG DOWN STREET.
RESPECT OTHER TRICK OR TREATERS.

NEVER TALK TO STRANGERS OR GO INSIDE A STRANGER'S HOUSE.
DON'T EAT CANDY UNTIL MOM AND DAD HAVE CHECKED IT.
KEEP COSTUMES AWAY FROM OPEN FLAMES.
KEEP ALL DECORATIONS AWAY FROM OPEN FLAMES (HOME).

HELPFUL HINTS (STRATEGIES):

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
- POSSESSES HIGH ACTIVITY LEVEL.
- MAY REBEL AGAINST AUTHORITY.
- DISTRESSED OR EXCITED EASILY.
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- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

BEHAVIOR DESCRIPTION:

CELEBRATING THANKSGIVING SAFELY

GRADE
3&4

REFERENCE #
890-027

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
HOLIDAY SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

ENCOURAGE GOOD FIRE PREVENTION PRACTICES DURING THIS HOLIDAY.

TEST ALL SMOKE DETECTORS TO MAKE SURE THEY ARE WORKING.

NEVER LEAVE COOKING FOOD UNATTENDED. CALL 9 1 1 IMMEDIATELY IF AN OVEN FIRE OCCURS FROM OUTSIDE THE HOME (GO TO A NEIGHBOR'S HOUSE OR BRING YOUR PORTABLE PHONE OUTSIDE).

KEEP ALL FLAMMABLE DECORATIONS AWAY FROM CANDLES, FIREPLACES, STOVES AND OTHER IGNITION SOURCES.

NEVER LEAVE CANDLES UNATTENDED, NEVER WALK WITH LIT CANDLES OR REACH OVER LIT CANDLES.

ONLY ADULTS SHOULD LIGHT ANY FIRE IN THE FIREPLACES AND FIREPLACES MUST BE CHECKED BY AN ADULT BEFORE USE.

KEEP A SCREEN IN FRONT OF THE FIREPLACE AND HAVE THE CHIMNEY INSPECTED EVERY YEAR.

DON'T USE STOVE, MICROWAVE OR ANY OTHER COOKING EQUIPMENT UNLESS AN ADULT HAS SHOWN YOU HOW TO OPERATE IT.

SMOKERS NEED HELPERS: CHECK ALL BASKETS AND FURNITURE FOR HOT CIGARETTE ASHES AT THE END OF DAY.

HELPFUL HINTS (STRATEGIES):

THANKSGIVING SYNDROME

COOKING IN AN OVEN FOR A LONG TIME AT A LOW TEMPERATURE CAN BUILD UP CARBON MONOXIDE IN THE HOUSE. IT WOULD BE WISE TO KEEP A KITCHEN WINDOW OPEN FOR VENTILATION WHILE COOKING.

IT WOULD ALSO BE WISE TO PURCHASE AND INSTALL A CARBON MONOXIDE DETECTOR.

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
- POSSESSES HIGH ACTIVITY LEVEL.
- MAY REBEL AGAINST AUTHORITY.
- DISTRESSED OR EXCITED EASILY.
- EMERGING CONCEPT OF TIME & SPACE.
- LIKES TO EXPLORE THINGS.
- HAVE IMPROVED IN TAKING RISKS, WILL EXPERIMENT
- ATTENTION SPAN OF 30-45 MINS.
- TENDS TO BE GOOD NATURED, OBEDIENT & FUN.
- EMOTIONAL & SOCIAL MATURITY MAY FLUCTUATE.
- SOCIAL GROUPS VERY IMPORTANT.
- MIXED GROUPS MAY BE DIFFICULT TO MANAGE.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

REFER TO BEHAVIOR:
890-006 COOKING SAFETY

890-027
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

CELEBRATING WINTER HOLIDAYS SAFELY

GRADE
3&4

REFERENCE #
890-028

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
HOLIDAY SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

TEACH AND ENCOURAGE GOOD FIRE PREVENTION PRACTICES TO THIS GROUP.
CHECK AND MAINTAIN ALL SMOKE DETECTORS IN YOUR HOME. NEVER REMOVE BATTERIES FROM DETECTORS FOR ANY REASON. NEVER LEAVE CANDLES BURNING UNATTENDED.
ALWAYS KEEP NATURAL CHRISTMAS TREES WELL WATERED.
DON'T LET MOM AND DAD BLOCK DOORWAYS & HALLWAYS WITH DECORATIONS, TREES OR PRESENTS.
NEVER LEAVE HOLIDAY LIGHTING / CANDLES ON WHEN NO ONE IS HOME OR WHEN EVERYONE GOES TO BED.
THROW WRAPPING PAPER IN TRASH, NEVER IN FIREPLACE.
MOM AND DAD SHOULD HAVE CHIMNEY CHECKED BEFORE USING FIREPLACE (SEE HELPFUL HINTS). ALWAYS USE A SCREEN IN FRONT OF THE FIREPLACE.
NEVER LEAVE COOKING FOOD UNATTENDED.
DON'T OVERLOAD ELECTRIC OUTLETS WITH HOLIDAY LIGHTING.
CHILDREN SHOULD REMIND ADULTS NOT TO OVERLOAD ELECTRIC OUTLETS WITH HOLIDAY LIGHTS.
DON'T USE COOKING EQUIPMENT UNLESS MOM AND DAD HAVE SHOWN YOU HOW TO USE IT.
MOM AND DAD SHOULD CHECK OUT HOLIDAY LIGHTING BEFORE USING IT EVERY YEAR.
DRESS WARMLY WHEN GOING OUTSIDE. REVIEW SAFE SLEDDING PRACTICES.

HELPFUL HINTS (STRATEGIES):

MOST WRAPPING PAPER IS HIGHLY FLAMMABLE AND , IF BURNED IN THE FIRE PLACE CAN BURN SO HOT THAT A CHIMNEY FIRE CAN OCCUR. ALSO, BURNING WRAPPING PAPER CAN CRACK THE FLUE LINER PROTECTING YOUR CHIMNEY.

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
- POSSESSES HIGH ACTIVITY LEVEL.
- MAY REBEL AGAINST AUTHORITY.
- DISTRESSED OR EXCITED EASILY.
- EMERGING CONCEPT OF TIME & SPACE.
- LIKES TO EXPLORE THINGS.
- HAVE IMPROVED IN TAKING RISKS, WILL EXPERIMENT
- ATTENTION SPAN OF 30-45 MINS.
- TENDS TO BE GOOD NATURED, OBEDIENT & FUN.
- EMOTIONAL & SOCIAL MATURITY MAY FLUCTUATE.
- SOCIAL GROUPS VERY IMPORTANT.
- MIXED GROUPS MAY BE DIFFICULT TO MANAGE.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

REFER TO BEHAVIORS IN THIS TARGET GROUP THAT RELATE TO THIS BEHAVIOR, SUCH AS COOKING AND MATCH AND LIGHTER SAFETY.

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION
CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

CELEBRATING NEW YEAR'S SAFELY

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
HOLIDAY SAFETY

GRADE
3&4

REFERENCE #
890-029

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

DON'T PLAY WITH MATCHES, LIGHTERS, OR CANDLES AND KEEP THEM AWAY FROM YOUNGER CHILDREN.

NEVER LEAVE HOLIDAY LIGHTING ON WHEN NO ONE IS HOME OR WHEN YOU GO TO BED.

NEVER LEAVE CANDLES UNATTENDED.

FIREWORKS ARE DANGEROUS AND UNPREDICTABLE, DON'T USE THEM AND STAY AWAY FROM THOSE THAT DO.

KEEP ALL DECORATIONS AWAY FROM CANDLES AND OTHER OPEN FLAMES

MAKE SURE YOUR NATURAL CHRISTMAS TREE IS WELL WATERED.

CHECK ALL SMOKE DETECTORS IN HOUSE TO MAKE SURE THEY ARE WORKING PROPERLY.

ADULTS SHOULD CHECK FIREPLACE BEFORE USING AND ALWAYS USE A SCREEN.

SMOKERS NEED HELPERS: CHECK FOR CIGARETTE BUTTS AROUND AND BEHIND SEAT AND COUCH CUSHIONS

HELPFUL HINTS (STRATEGIES):

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
- POSSESSES HIGH ACTIVITY LEVEL.
- MAY REBEL AGAINST AUTHORITY.
- DISTRESSED OR EXCITED EASILY.
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- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

REFER TO BEHAVIOR:
890-017 EXPLOSIVES AND FIREWORKS

BEST COPY AVAILABLE

890-029
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING WATER SAFETY

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
OUTDOOR SAFETY

GRADE
3&4

REFERENCE #
890-030

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

SWIMMING SAFETY: ONLY GO NEAR WATER WITH AN ADULT. GO TO AREAS THAT ARE SUPERVISED BY ADULTS OR LIFE GUARDS. AND FOLLOW THE RULES OF THE SWIMMING AREA.

USE THE BUDDY SYSTEM WHEN SWIMMING IN CASE YOU NEED HELP.

ENCOURAGE CHILDREN THIS AGE TO TAKE SWIMMING LESSONS. THE LOCAL RED CROSS OR YMCA MAY OFFER THEM.

POOL GATES SHOULD BE LOCKED AT ALL TIMES. IF YOU SEE A GATE TO A POOL AREA THAT IS UNLOCKED, GO TELL A GROWN UP . DO NOT SWIM OR BE IN THE WATER DURING A LIGHTNING STORM.

DO NOT SWIM AT NIGHT. DO NOT DIVE INTO UNKNOWN WATER (IF IT IS NOT DEEP ENOUGH YOU COULD BREAK YOUR NECK OR DROWN. DON'T SWIM IN AREAS WITH HIGH SURF AND UNDERTOWS. ROUGH WATER COULD CARRY YOU AWAY FROM SHORE.

IF SOMEONE GETS IN TROUBLE, CALL 911 OR GET A GROWN UP RIGHT AWAY.

BOATING SAFETY: ALWAYS STAY SEATED WHEN RIDING IN A BOAT AND ALWAYS WEAR A LIFE PRESERVER. DON'T DO ANYTHING TO DISTRACT THE BOAT DRIVER. DON'T SWIM OR GO NEAR WATER DURING BAD OR STORMY WEATHER AND LIGHTNING STORMS.

WHEN WATER SKIING, SOMEONE MUST WATCH THE SKIER AT ALL TIMES.

NEVER OVERLOAD A BOAT WITH TOO MANY PASSENGERS.

ALWAYS STAY WITH THE BOAT IF IT SHOULD OVERTURN.

HELPFUL HINTS (STRATEGIES):

LIFE JACKETS SHOULD BE WORN AT THIS AGE WHEN BOATING. LIFE JACKETS OR P.F.D.'S (PERSONAL FLOTATION DEVICES) MUST BE OF THE CORRECT TYPE AND SIZE FOR THE PERSON WEARING IT.

KNOW WHERE THE CLOSEST PLACE TO CALL 9 1 1 IS. THIS COULD BE IN A POOL HOUSE OR A LIFE GUARD STAND OR FROM SOMEONE NEARBY THAT HAS A CELLULAR PHONE. ON A BOAT IT COULD BE A MARINE RADIO OR CITIZENS BAND RADIO.

HYPOTHERMIA CAN BE DISCUSSED: CAN RESULT FROM SWIMMING IN TOO COLD WATER. IT LOWERS YOUR BODY TEMPERATURE SO LOW THAT IT CAN KILL YOU.

MENTION SUN BURNS AND SUN BLOCK.

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
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- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

THIS BEHAVIOR CAN BE TAUGHT IN CONJUNCTION WITH SEVERE STORMS, BURNS, AND ICE SAFETY.

DID YOU KNOW THAT A CHILD CAN DROWN IN ONE INCH OF WATER.???

890-030
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING CAMPING AND HIKING SAFETY

GRADE
3&4

REFERENCE #
890-031

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
OUTDOOR SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

NEVER HIKE ALONE OR WITHOUT AN ADULT. MAKE SURE YOU LEAVE A PLAN WITH SOMEONE DETAILING WHERE YOU WILL BE HIKING, HOW LONG YOU WILL BE GONE, AND WHEN YOU EXPECT TO BE BACK. DON'T START A HIKE IN BAD WEATHER. IF WEATHER TURNS BAD, STOP HIKE AND TURN BACK. ALWAYS TAKE EXTRA FOOD AND CLOTHING ON A HIKE. ALWAYS STAY ON THE TRAIL. HELP TO RESPECT AND PRESERVE NATURAL SURROUNDINGS. NO CAMPFIRES. DON'T SWIM IN STREAMS. BRING A FLASHLIGHT WITH YOU. CONSIDER LEARNING HOW TO USE A MAP AND COMPASS, SCOUTING AND APPALACHIAN MOUNTAIN CLUB CAN HELP YOU WITH THIS. IF YOU GET LOST - STAY ON TRAIL - AND GET BELOW TREE LINE (PART OF TRAIL WHERE TREES STILL GROW ABOVE YOUR HEAD). GETTING BELOW THE TREE LINE WILL GIVE YOU NEEDED SHELTER FROM WIND, ETC. HUDDLE TOGETHER, USE EXTRA CLOTHING AND FOOD. USE AVAILABLE BRANCHES TO MAKE A SHELTER TO KEEP YOU OUT OF WIND AND RAIN / SNOW.

CAMPING - - DON'T FOOL AROUND WITH MATCHES AND LIGHTERS, DON'T BRING CANDLES INTO TENTS, DON'T PUT ANYTHING INTO CAMPFIRES EXCEPT WOOD AND DON'T RUN NEAR CAMPFIRES. LEARN TO USE COOKING EQUIPMENT BEFORE COOKING ANYTHING. KEEP MATCHES AND LIGHTERS IN A DRY PLACE.

HELPFUL HINTS (STRATEGIES):

WHAT TO DO IF YOU GET LOST.

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
- POSSESSES HIGH ACTIVITY LEVEL.
- MAY REBEL AGAINST AUTHORITY.
- DISTRESSED OR EXCITED EASILY.
- EMERGING CONCEPT OF TIME & SPACE.
- LIKES TO EXPLORE THINGS.
- HAVE IMPROVED IN TAKING RISKS, WILL EXPERIMENT
- ATTENTION SPAN OF 30-45 MINS.
- TENDS TO BE GOOD NATURED, OBEDIENT & FUN.
- EMOTIONAL & SOCIAL MATURITY MAY FLUCTUATE.
- SOCIAL GROUPS VERY IMPORTANT.
- MIXED GROUPS MAY BE DIFFICULT TO MANAGE.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

890-031
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND SURVIVING SEVERE STORMS

GRADE
3&4

REFERENCE #
890-032

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
STORMS

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	**GLOSSARY**	**SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

STAY INDOORS DURING HURRICANES, SEVERE ELECTRICAL STORM.S

GET OUT OF WATER DURING ELECTRICAL STORMS.DON'T STAND UNDER TREE FOR SHELTER. DON'T TALK ON THE PHONE.

NEVER GO NEAR DOWNED ELECTRICAL WIRES. CALL 911.

DON'T USE CANDLES IF POWER GOES OUT. USE FLASHLIGHTS. UNATTENDED CANDLES CAN START A FIRE.

IF YOUR FAMILY STARTS A FIRE IN THE FIREPLACE, PUT A SCREEN IN FRONT OF IT.

TEST YOUR SMOKE DETECTORS. IF YOU HAVE ALL ELECTRIC DETECTORS, BUY AND INSTALL A BATTERY DETECTOR.

KEROSENE LAMPS GIVE OFF CARBON MONOXIDE.

HELPFUL HINTS (STRATEGIES):

DON'T TIE UP EMERGENCY LINES WITH QUESTIONS ABOUT THE STORM OR POWER OUTAGE.

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
- POSSESSES HIGH ACTIVITY LEVEL.
- MAY REBEL AGAINST AUTHORITY.
- DISTRESSED OR EXCITED EASILY.
- EMERGING CONCEPT OF TIME & SPACE.
- LIKES TO EXPLORE THINGS.
- HAVE IMPROVED IN TAKING RISKS, WILL EXPERIMENT
- ATTENTION SPAN OF 30-45 MINS.
- TENDS TO BE GOOD NATURED, OBEDIENT & FUN.
- EMOTIONAL & SOCIAL MATURITY MAY FLUCTUATE.
- SOCIAL GROUPS VERY IMPORTANT.
- MIXED GROUPS MAY BE DIFFICULT TO MANAGE.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

890-032
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION
CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

UNDERSTANDING DISABILITIES AND SAFETY

GRADE
3&4

REFERENCE #
890-033

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
COMMUNITY SERVICE

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	**GLOSSARY**	**SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

SOME PHYSICAL DISABILITIES MAY INVOLVE THE SENSES NECESSARY FOR SELF PRESERVATION SUCH AS DEAFNESS, BLINDNESS AND SOME DISABILITIES MAY INVOLVE MENTAL IMPAIRMENT SUCH AS DOWN'S SYNDROME.

CHILDREN WITH DISABILITIES AND CHILDREN WITHOUT DISABILITIES NEED TRAINING IN STOP, DROP AND ROLL (OR ALTERNATIVE METHODS OF BURN PREVENTION.

A DISABILITY IS NOT BEING ABLE TO DO SOMETHING THE SAME WAY AS EVERYBODY ELSE. SOME DISABILITIES ARE PHYSICAL AND SOME INVOLVE THE SENSES (DEAF, BLIND)

PEOPLE WITH DISABILITIES THINK AND FEEL JUST LIKE YOU DO AND THESE FEELINGS CAN BE HURT JUST LIKE YOURS SO TREAT THEM JUST LIKE YOU WOULD WANT SOMEONE TO TREAT YOU.

YOU CAN HELP SOMEONE WITH A DISABILITY DURING AN EMERGENCY BY HELPING THEM GET TO A SAFE PLACE OR BY HELPING THEM TO STOP, DROP AND ROLL (BLANKET)

IF SOMEONE WITH A DISABILITY NEEDS ASSISTANCE, ASK THEM IF IT WOULD BE OK IF YOU HELPED THEM.

IF PEOPLE WITH DISABILITIES COME TO OR LIVE IN YOUR HOME, YOU NEED TO INCLUDE SPECIAL INSTRUCTIONS FOR THEM IN YOUR E.D.I.T.H. PLAN .

HELPFUL HINTS (STRATEGIES):

PRACTICE YOUR AWARENESS SKILLS WHEN COMMUNICATING WITH PEOPLE WHO HAVE DISABILITIES. ALL PEOPLE ARE SENSITIVE TO HAVING THEIR FEELINGS HURT.

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
- POSSESSES HIGH ACTIVITY LEVEL.
- MAY REBEL AGAINST AUTHORITY.
- DISTRESSED OR EXCITED EASILY.
- EMERGING CONCEPT OF TIME & SPACE.
- LIKES TO EXPLORE THINGS.
- HAVE IMPROVED IN TAKING RISKS, WILL EXPERIMENT
- ATTENTION SPAN OF 30-45 MINS.
- TENDS TO BE GOOD NATURED, OBEDIENT & FUN.
- EMOTIONAL & SOCIAL MATURITY MAY FLUCTUATE.
- SOCIAL GROUPS VERY IMPORTANT.
- MIXED GROUPS MAY BE DIFFICULT TO MANAGE.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

WE NEED TO HELP CHILDREN WITH DISABILITIES TO FEEL PRO-ACTIVE IN TIMES OF CRISIS. THEY SHOULD BE GIVEN THE OPPORTUNITY TO LEARN THE LIFE SAVING SKILLS THAT ARE APPROPRIATE WITHIN THE SCOPE OF THEIR PARTICULAR DISABILITY. WE SHOULD BE CAREFUL NOT TO INCREASE THEIR SENSE OF HELPLESSNESS AND DEPENDENCY ON OTHERS. THIS IS AN EXCELLENT LESSON ON PROBLEM SOLVING FOR THE WHOLE CLASS.

890-033
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING YOUR PERSONAL AND COMMUNITY ROLE IN SAFETY

GRADE
3&4

REFERENCE #
890-034

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
COMMUNITY SERVICE

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

USE YOUR COMMON SENSE AND ACT SAFELY FOR LIFE.

YOU MUST REPORT A FIRES OR EMERGENCIES.

YOU MUST NOT PULL A FALSE ALARM AS THIS WOULD TIE UP COMMUNITY EMERGENCY FIRE PERSONNEL.

MAKE SURE THAT YOUR FAMILY MAKES AN ESCAPE PLAN AND MAINTAINS THEIR SMOKE DETECTORS.

LOOK OUT FOR YOUNGER CHILDREN AND MAKE SURE THAT THEY ARE SAFE FROM FIRE (MATCHES, - STOP, DROP AND ROLL)

TEACH ABOUT ARSON & FALSE ALARMS.

HELPFUL HINTS (STRATEGIES):

UNDERSTANDING OF CONCEPT THAT IT TAKES TRAINING AND PRACTICE TO BE ABLE TO ADEQUATELY HELP OTHERS.

THEIR RESPONSIBILITY TO APPROACH FIRE SAFETY EDUCATION WITH SERIOUS THOUGHT AND CONCENTRATION.
CHILDREN UNABLE TO HELP (DUE TO FEAR, LACK OF KNOWLEDGE, ETC.) CAN BE EMOTIONALLY DAMAGED.

DEVELOPMENTAL INFORMATION:

- AGE OF GENERAL CONFUSION
- POSSESSES HIGH ACTIVITY LEVEL.
- MAY REBEL AGAINST AUTHORITY.
- DISTRESSED OR EXCITED EASILY.
- EMERGING CONCEPT OF TIME & SPACE.
- LIKES TO EXPLORE THINGS.
- HAVE IMPROVED IN TAKING RISKS, WILL EXPERIMENT
- ATTENTION SPAN OF 30-45 MINS.
- SOCIAL GROUPS VERY IMPORTANT.
- MIXED GROUPS MAY BE DIFFICULT TO MANAGE.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION & ANSWER FORMAT WORKS WELL.
- STUDENTS RESPONSIBILITY TO THEMSELVES AND OTHERS BEGINS TO EXPAND WITH AGE .
- CAN BE HELD RESPONSIBLE FOR PERSONAL SAFETY.
- OFFER PRAISE AND ENCOURAGEMENT OFTEN.

TEACHER'S NOTES:

890-034
BEHAVIOR REFER. #

2/3/97
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING SNOW RECREATION SAFETY

GRADE
3&4

REFERENCE #
890-035

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
OUTDOOR SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

ENCOURAGE THE USE OF A HELMET WHEN SLEDDING.
REVIEW REPORTING EMERGENCIES.
YOU SHOULDN'T SLED AFTER DARK OR WHEN VISIBILITY IS BAD, LIKE WHEN IT'S SNOWING.
SLEDDING DOWN HILLS THAT ARE NEAR ROADS, STREETS AND AROUND TREES CAN BE DANGEROUS.
DON'T DOUBLE UP ON A SLED UNLESS IT'S MADE FOR TWO OR MORE.
SLIDE IN WIDE OPEN AREAS.
DO ENCOURAGE GOOD SAFETY HABITS AND HAVING A GOOD TIME.
SHOW RESPECT FOR YOUNGER CHILDREN WHO MAY BE NEAR YOU.
DON'T CUT OFF OTHERS ON THE HILL.
DON'T RUN INTO OTHERS, EVEN FOR FUN, SOMEONE WILL GET HURT.
WAIT YOUR TURN.
BE POLITE AND COURTEOUS.

HELPFUL HINTS (STRATEGIES):

DO NOT CALL 9 1 1 TO SEE IF ICE IS SAFE.

DEMONSTRATION: USE A FISH TANK OR GLASS BOWL; HAVE A STUDENT IMMERSE THEIR HAND UNDER THE ICE WATER FOR THREE MINUTES, THEN DROP CHANGE IN THE TANK/BOWL TO PICK UP. YOU WILL SEE THAT IT IS ALMOST IMPOSSIBLE TO PICK UP BECAUSE OF THE COLD...THEN RELATE THIS TO YOUR WHOLE BODY BEING IN THE WATER FOR SEVERAL MINUTES...

HAVE THE OTHER CHILDREN HOLD ICE CUBES FOR THE LENGTH OF TIME IT TAKES TO CONDUCT THE ABOVE DEMONSTRATION.

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
- IDENTIFIES WITH T.V. CHARACTERS.
- EMOTIONAL AND SOCIAL MATURITY FLUCTUATES.
- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

890-035
BEHAVIOR REFER. #

4/14/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING ICE SAFETY

GRADE
3&4

REFERENCE #
890-036

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
OUTDOOR SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

ONLY GO NEAR ICE WITH AN ADULT, SUPERVISED.
ANY WATER ON ICE IS DANGEROUS, DON'T GO ON THAT ICE.
STAY AWAY FROM CRACKS IN THE ICE.
STAY WARM - STAY DRY.
CALL 9-1-1 OR GET AN ADULT IF YOU SEE SOMEONE WHO HAS FALLEN THROUGH THE ICE. DON'T BECOME A VICTIM.
NEED CONTINUOUS COLD FOR SEVERAL DAYS AND THE ICE SHOULD AT LEAST 4 INCHES THICK.

HELPFUL HINTS (STRATEGIES):

HYPOTHERMIA-. IF YOU START TO SHIVER THEN YOU ARE TOO COLD. TIME TO GO IN AND GET WARM.

DON'T CALL 9-1-1 TO ASK IF THE ICE IS SAFE TO GO ON.

DEMO: USE A PLASTIC BUCKET, HAVE STUDENT IMMERSE HAND IN THE BUCKET FILLED WITH ICE WATER FOR ONE TO THREE MINUTES. HAVE THE STUDENT THEN TRY TO PICK UP COINS ON THE BOTTOM OF THE BUCKET. RELATE THIS TO THEIR WHOLE BODY BEING IMMERSED IN ICY COLD WATER. HAVE OTHER STUDENTS HOLD ICE CUBE DURING THIS DEMONSTRATION.

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
- IDENTIFIES WITH T.V. CHARACTERS.
- EMOTIONAL AND SOCIAL MATURITY FLUCTUATES.
- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

YOU CAN COMBINE THIS BEHAVIOR WITH SNOW RECREATION AND / OR REPORTING FIRES AND OTHER EMERGENCIES, AT THIS THIS TARGET GROUP.

890-036
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION
CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

UNDERSTANDING SAFETY & CONSEQUENCES OF TOBACCO USE

TARGET GROUP:
AGES 8-10 THIRD & FOURTH

SAFETY CATEGORY:
DRUGS

GRADE
3&4

REFERENCE #
890-037

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

DISCUSS THE VARIETY OF TOBACCO PRODUCTS SUCH AS: CIGARETTES, CIGARS, PIPES AND SMOKELESS TOBACCO.

TOBACCO USE HARMS THE LUNGS, HEART, CIRCULATION AND THE BRAIN.

TOBACCO IS ADDICTIVE AND CAN LEAD TO SERIOUS LIFE THREATENING DISEASES.

YOUNG PEOPLE EXPERIMENTING WITH TOBACCO PRODUCTS CONTRIBUTE TO CARELESS, PREVENTABLE FIRES WHICH LEAD TO INJURIES, DEATH AND DESTRUCTION OF PROPERTY.

SMOKERS NEED MATCHES AND LIGHTERS TO KEEP THEIR HABIT. IN DOING SO, THEY MAKE THESE MATCHES AND LIGHTERS AVAILABLE TO THE PEOPLE AROUND THEM. WHEN CHILDREN HAVE MATCHES AND LIGHTERS AVAILABLE TO THEM, THE TEMPTATION TO EXPERIMENT WITH THEM CAN HAVE DEADLY RESULTS. IF YOU SEE A YOUNGER PERSON WITH MATCHES OR A LIGHTER YOU SHOULD TAKE THEM TO A GROWN UP AND MAKE SURE THAT THEY ARE OUT OF THE REACH OF CHILDREN.

HELPFUL HINTS (STRATEGIES):

EMPHASIZE THAT SMOKING IS A SERIOUS FIRE PROBLEM AND DISCUSS HOW TOBACCO PRODUCTS CAUSE FIRES BOTH SLOWLY AND QUICKLY. SLOW SMOLDERING FIRES ARE ESPECIALLY DANGEROUS BECAUSE PEOPLE CAN BE SLEEPING WHEN THE FIRE FINALLY PRODUCES FLAME AND STARTS TO SPREAD RAPIDLY. WHEN PEOPLE ARE SLEEPING THEY HAVE NO SENSE OF SMELL WHICH IS WHY YOU NEED SMOKE DETECTORS TO "SMELL THE SMOKE". IF PEOPLE HAVE CONSUMED ALCOHOL, THIS CAN DECREASE THEIR CHANCES OF SURVIVAL EVEN FURTHER.

EMERGENCY MEDICAL TECHNICIANS, PARAMEDICS AND OTHER TEACHERS WHO FEEL COMPETENT, MAY ALSO TEACH ABOUT THE MANY HEALTH ISSUES ASSOCIATED WITH TOBACCO PRODUCTS.

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
- IDENTIFIES WITH T.V. CHARACTERS.
- EMOTIONAL AND SOCIAL MATURITY FLUCTUATES.
- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

THIS BEHAVIOR COULD BE TAUGHT WITH POISON PREVENTION, SMOKE DETECTORS / ALARMS, MATCH AND LIGHTER SAFETY AND / OR ESCAPE PLANS TO THIS TARGET GROUP

BEST COPY AVAILABLE

890-037
BEHAVIOR REFER. #

5/16/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS FIRE AND SAFETY PUBLIC EDUCATION CURRICULUM PLANNING GUIDEBOOK ©

REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
1012-001	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING SAFETY WORDS
1012-002	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING " WHAT IS FIRE ? "
1012-003	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING AND PRACTICING MATCH AND LIGHTER SAFETY
1012-004	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING AND PRACTICING STOP, DROP AND ROLL
1012-005	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	PARTICIPATING IN HOME HAZARD INSPECTIONS
1012-006	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING AND PRACTICING COOKING SAFETY
1012-007	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING AND PRACTICING ELECTRICAL SAFETY
1012-008	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	PRACTICING FIRE SAFETY WITH FLAMMABLE LIQUIDS
1012-009	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	PRACTICING FIRE SAFETY AROUND HEATING SOURCES
1012-010	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING AND PRACTICING FIRST-AID FOR BURNS
1012-011	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	INSTALLING AND MAINTAINING SMOKE DETECTORS / ALARMS
1012-012	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING CARBON MONOXIDE
1012-013	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING AND PRACTICING ESCAPE PLANS
1012-014	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING AND PRACTICING CRAWL LOW UNDER SMOKE
1012-015	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	IDENTIFYING EXIT SIGNS & KNOWING TWO WAYS OUT OF PUBLIC PLACES
1012-016	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	RESPONDING CORRECTLY TO FIRE & EMERGENCY DRILLS
1012-017	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	REPORTING FIRES AND OTHER EMERGENCIES
1012-018	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING ARSON AND FALSE ALARMS

REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
1012-019	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING SAFETY WITH **DRUGS & ALCOHOL**
1012-020	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING AND PRACTICING **FIRST-AID FOR CHOKING**
1012-021	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING AND PRACTICING **SAFETY WHEN BABYSITTING**
1012-022	SUPPLEMENTARY	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING **TRANSPORTATION SAFETY** (BUS, SEAT BELT AND BICYCLE)
1012-023	SUPPLEMENTARY	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING AND PRACTICING **POISON PREVENTION**
1012-024	SUPPLEMENTARY	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING **CULTURAL FIRE SAFETY ISSUES**
1012-025	SUPPLEMENTARY	AGES 10-12 FIFTH & SIXTH GRADES	CELEBRATING **BIRTHDAYS** SAFELY
1012-026	SUPPLEMENTARY	AGES 10-12 FIFTH & SIXTH GRADES	CELEBRATING **HALLOWEEN** SAFELY
1012-027	SUPPLEMENTARY	AGES 10-12 FIFTH & SIXTH GRADES	CELEBRATING **WINTER HOLIDAYS SAFELY**
1012-028	SUPPLEMENTARY	AGES 10-12 FIFTH & SIXTH GRADES	CELEBRATING **THANKSGIVING** SAFELY
1012-029	SUPPLEMENTARY	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING **SNOW RECREATION SAFETY**
1012-030	SUPPLEMENTARY	AGES 10-12 FIFTH & SIXTH GRADES	CELEBRATING **NEW YEAR'S** SAFELY
1012-031	SUPPLEMENTARY	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING AND PRACTICING SAFETY AROUND **EXPLOSIVES AND FIREWORKS**
1012-032	SUPPLEMENTARY	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING AND PRACTICING **WATER SAFETY**
1012-033	SUPPLEMENTARY	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING **CAMPING AND HIKING** SAFETY
1012-034	SUPPLEMENTARY	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING AND SURVIVING **SEVERE STORMS**
1012-035	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING YOUR **PERSONAL AND COMMUNITY ROLE IN SAFETY**
1012-036	SUPPLEMENTARY	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING **DISABILITIES AND SAFETY**

REFER. #:	ESSENTIAL	TARGET:	BEHAVIOR DESCRIPTION:
1012-037	SUPPLEMENTARY	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING AND PRACTICING ICE SAFETY
1012-038	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING SAFETY & CONSEQUENCES OF TOBACCO USE
1012-039	ESSENTIAL	AGES 10-12 FIFTH & SIXTH GRADES	UNDERSTANDING AND PRACTICING CANDLE SAFETY

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION
CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

UNDERSTANDING SAFETY WORDS

GRADE
5&6

REFERENCE #
1012-001

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
GENERAL FIRE SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

TEACH WORDS SUCH AS FLAMMABLE, COMBUSTIBLE, FLASH POINT.
TEACH IT AS A SCIENCE CLASS.
RECOGNIZE SYMBOLS AND LABELS OF FLAMMABILITY AND COMBUSTIBILITY AND WHERE YOU MAY FIND AND USE SUCH MATERIALS.
MAKE SURE STUDENTS UNDERSTAND THAT AN EXIT IS THE ENTIRE PATH TO GET OUT OF THE BUILDING, NOT JUST THE OUTSIDE EXIT DOOR.
SOLID LIQUID GAS
SUBLIMATION
EXTINGUISH
VAPOR
ARSON
TIE IN WITH "WHAT IS FIRE"
FITS BEST WITH SCIENCE AND / OR VOCABULARY.

HELPFUL HINTS (STRATEGIES):

PREVIEW SCIENCE BOOK GLOSSARY FOR FIRE RELATED WORDS.

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
- IDENTIFIES WITH T.V. CHARACTERS.
- EMOTIONAL AND SOCIAL MATURITY FLUCTUATES.
- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

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1012-001
BEHAVIOR REFER. #

1/16/97
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING " WHAT IS FIRE ? "

GRADE
5&6

REFERENCE #
1012-002

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
GENERAL FIRE SAFETY

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	**GLOSSARY**	**SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

THEY DON'T NEED TO KNOW THE FIRE TETRAHEDRON, BUT STUDENTS AT THIS AGE LEVEL NEED TO HAVE A GOOD UNDERSTANDING OF THE BASIC FIRE TRIANGLE.
BY THIS AGE THEY ARE BEING EXPOSED TO FIRE IN EVERYDAY LIFE. IF THEY DO NOT HAVE AN UNDERSTANDING OF THE MAKEUP OF FIRE, THEN THEY SURELY WILL MAKE MISTAKES IN JUDGMENT THAT COULD CAUSE THEM SEVERE BODILY HARM, AS WELL AS PROPERTY DAMAGE.
SIMPLY NOT KNOWING THAT COMBUSTION CAN OCCUR JUST BY MIXING COMMON USE INGREDIENTS TOGETHER COULD MEAN DISASTER. IE; CARELESSLY SMOKING WHILE FILLING THE GASOLINE TANK OF A LAWN MOWER OR MOTORCYCLE.
FIRE IS A RAPID CHEMICAL CHANGE OF A SUBSTANCE RELEASING HEAT, LIGHT AND OTHER MATERIALS.
FOCUS ON THE FIRE TRIANGLE. USE AGE APPROPRIATE EXAMPLES TO DESCRIBE THE ELEMENTS OF FIRE.
EXPLAINING THAT ONLY VAPORS BURN, EVEN THOUGH IT LOOKS LIKE SOLID MATERIALS ARE ON FIRE, CAN BECOME A FASCINATING SUBJECT OF DISCUSSION.
IN THE RIGHT SETTING, DOING EXPERIMENTS USING A CANDLE (CONTROLLED) CAN GO A LONG WAY IN DEMONSTRATING JUST HOW MATERIALS BURN.
IT WOULD BE A GOOD IDEA TO DISCUSS THIS WITH THE CLASSROOM TEACHER BEFORE ATTEMPTING THIS! CHECK SCHOOL POLICY.

HELPFUL HINTS (STRATEGIES):

DON'T MAKE THE SUBJECT MORE DIFFICULT THAT IT NEEDS TO BE.
BUT IF YOU'RE INTEGRATING INTO A SCIENCE LESSON IT COULD GET MORE IN DEPTH. ESPECIALLY AT SIXTH GRADE LEVEL HEAT TRANSFER BY CONDUCTION, CONVECTION AND RADIATION DESCRIBED PROPERLY WILL HELP TO EXPLAIN WHAT THIS PHENOMENON, KNOWN AS FIRE, IS ALL ABOUT.

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
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- ATTENTION SPAN CAN STRETCH TO 45 MINS.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

YOU NEED TO DISCUSS THIS WITH CLASSROOM TEACHER BEFORE ATTEMPTING EXPERIMENTS.
IT WOULD BE A GOOD IDEA TO CHECK SCHOOL POLICY EARLY ON AS WELL.
KIDS WILL ENJOY THE LESSON MORE WHEN THEY UNDERSTAND THE "WHY" !

1012-002	**8/27/97**	**ESSENTIAL**
BEHAVIOR REFER. #	LAST UPDATED	THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING MATCH AND LIGHTER SAFETY

GRADE **5&6**

REFERENCE # **1012-003**

TARGET GROUP: **AGES 10-12 FIFTH & SIXTH GRADES**

SAFETY CATEGORY: **BURNS**

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

THE LESSONS OF PROPER USE OF MATCHES AND LIGHTERS SHOULD HAVE BEEN TAUGHT AND UNDERSTOOD LONG BEFORE THE FIFTH AND SIXTH GRADES. IT WAS DECIDED TO KEEP THIS BEHAVIOR AT THIS AGE GROUP TO REINFORCE THE LESSON ALREADY LEARNED, REMIND THE STUDENTS OF THEIR PERSONAL AND COMMUNITY ROLE IN SAFETY. THEY HAVE TO KEEP YOUNGER CHILDREN SAFE WHEN POSSIBLE AND TO INTRODUCE SAFETY AROUND OTHER TYPES OF FIRE THAT THEY WILL ENCOUNTER AT THIS STAGE OF THEIR LIVES. SUCH AS:

CANDLES, PILOT LIGHTS ON STOVES AND OVENS, CAMPING FIRES, INCENSE, POTPOURRI, GASOLINE ENGINES, PORTABLE HEATERS ETC..

YOU CAN TEACH THIS BEHAVIOR AS PART OF HEALTH EDUCATION OR WORKING WITH GUIDANCE/PEER LEADERSHIP GROUPS

HELPFUL HINTS (STRATEGIES):

YOU MIGHT START A DISCUSSION WITH THE CLASS ABOUT THE TYPES OF DANGEROUS SITUATIONS WITH FIRE THAT THE STUDENTS HAVE ALREADY ENCOUNTERED.

LIST ON THE BOARD SOME LESSONS LEARNED FROM THESE STUDENTS

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
- IDENTIFIES WITH T.V. CHARACTERS.
- EMOTIONAL AND SOCIAL MATURITY FLUCTUATES.
- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

COMBINE THIS BEHAVIOR WITH:

1012-019 UNDERSTANDING SAFETY WITH DRUGS, ALCOHOL AND TOBACCO
1012-031 UNDERSTANDING AND PRACTICING SAFETY AROUND EXPLOSIVES AND FIREWORKS
1012-033 UNDERSTANDING CAMPING AND HIKING SAFETY
1012-035 UNDERSTANDING YOUR PERSONAL AND COMMUNITY ROLE IN SAFETY

1012-003
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING STOP, DROP AND ROLL

GRADE
5&6

REFERENCE #
1012-004

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
BURNS

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

UNDERSTANDING AND PRACTICING STOP, DROP AND ROLL AT THE FIFTH AND SIXTH GRADE LEVEL INVOLVES THESE BASIC LESSONS: **IF YOUR CLOTHES CATCH ON FIRE, STOP, DROP & ROLL.**

STOP - DON'T RUN OR THE FIRE WILL GET BIGGER.

DROP - DOWN TO THE GROUND WHEREVER YOU ARE, RIGHT AWAY - THEN COVER YOUR FACE.

ROLL - BACK & FORTH CONTINUOUSLY UNTIL ALL THE FIRE IS OUT. REMEMBER --YOU MUST CONTINUE TO ROLL UNTIL THE FIRE IS OUT.

IF YOU SEE SOMEONE ELSE ON FIRE (YELL) TO THEM TO STOP, DROP AND ROLL. YOU CAN ALSO USE A BLANKET, JACKET OR LARGE TOWEL TO SMOTHER THE FIRE IN ORDER TO HELP THOSE UNABLE TO STOP, DROP AND ROLL THEMSELVES.

AFTER YOU STOP, DROP AND ROLL, CALL 9-1-1 AND COOL THE BURN.

REMIND STUDENTS THAT THEY MUST REMEMBER THESE LESSONS ALL THEIR LIVES.

HELPFUL HINTS (STRATEGIES):

SHRINERS HOSPITAL HAS REPORTED THAT WHEN CHILDREN WERE ASKED IF THEY KNEW STOP, DROP & ROLL, MOST SAID THAT THEY UNDERSTOOD HOW TO DO STOP, DROP AND ROLL BUT THEY HAD NO ROOM WHERE THEIR CLOTHES CAUGHT FIRE TO DROP & ROLL.

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
- IDENTIFIES WITH T.V. CHARACTERS.
- EMOTIONAL AND SOCIAL MATURITY FLUCTUATES.
- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

THESE LESSONS SHOULD BE AN ACTIVITY DONE ON A CLEAN BLANKET, CARPET OR MAT. USE A PAPER OR FELT FLAME WITH VELCRO TO PUT ON CLOTHES. ANOTHER ACTIVITY COULD BE TO TAKE THE STUDENTS TO A MORE CONFINED SPACE, LIKE A SMALL KITCHEN AREA TO STOP, DROP AND ROLL. WHEN CHILDREN'S CLOTHES CATCH FIRE QUITE OFTEN THEY ARE IN AN AREA THAT IS TOO SMALL TO STOP, DROP AND ROLL THE WAY THEY HAVE BEEN TAUGHT. REINFORCE COVERING YOUR FACE AND NOT RUNNING WHEN THERE IS NO ROOM TO DROP AND ROLL.

1012-004
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

PARTICIPATING IN HOME HAZARD INSPECTIONS

GRADE
5&6

REFERENCE #
1012-005

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
GENERAL FIRE SAFETY

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	GLOSSARY	SAMPLE LESSON PLANS

LESSONS TO TEACH (OBJECTIVES):

IF YOU KNOW SOME COMMON CAUSES OF FIRE, YOU CAN CUT DOWN ON FIRE HAZARDS AROUND THE HOME.

SMOKING -- # 1 CAUSE OF FATAL FIRES IN MASSACHUSETTS.

CHECK UNDER CUSHIONS AND IN WASTEBASKETS AFTER A PARTY FOR DROPPED CIGARETTES. DON'T SMOKE IN BED.

COOKING -- DON'T LEAVE UNATTENDED. KEEP OVENS AND STOVES CLEAN. PARENTS MUST CHECK L.P. GAS GRILLS BEFORE USING.

HEATING -- CHECK CHIMNEYS EVERY YEAR. HAVE OIL BURNER CLEANED ANNUALLY. DON'T HANG CLOTHES ON HEATERS. ADEQUATE CLEARANCE FOR HEATERS (3 FEET). DON'T DISCARD WOOD ASHES UNTIL NEXT DAY, STORE IN METAL CANS OUTSIDE.

ELECTRIC -- WATCH FOR FRAYED CORDS. DON'T OVERLOAD OUTLETS. UNPLUG TOASTERS AND COFFEE MAKERS WHEN NOT IN USE. DON'T OVERUSE EXTENSION CORDS OR RUN THEM UNDER RUGS.

MATCHES / LIGHTERS -- KEEP AWAY FROM YOUNG CHILDREN.

DON'T STORE GASOLINE OR PROPANE INDOORS.

ALL CLEANING CHEMICALS / PESTICIDES SHOULD BE LOCKED UP FROM SMALL CHILDREN.

HELPFUL HINTS (STRATEGIES):

REMIND PARENTS AND ADULTS TO CORRECT HAZARDS.

USE THESE LESSONS AS IDEAS TO CREATE A HOME HAZARD CHECK LIST. OR, LOOK FOR PRE-MADE LISTS IN OTHER PROGRAMS FOUND IN APPENDIX "A".

SET UP A SLIDE SHOW WITH OTHER PROGRAMS OR USE YOUR OWN VIOLATIONS.

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
- IDENTIFIES WITH T.V. CHARACTERS.
- EMOTIONAL AND SOCIAL MATURITY FLUCTUATES.
- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

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1012-005	**1/16/97**	**ESSENTIAL**
BEHAVIOR REFER. #	**LAST UPDATED**	**THIS BEHAVIOR WAS CONSIDERED**

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING COOKING SAFETY

GRADE
5&6

REFERENCE #
1012-006

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
COOKING

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

- TEACH THE PUT A LID ON IT TECHNIQUE
- READING DIRECTIONS
- CIRCLE OF SAFETY FOR YOUNGER CHILDREN (3 GIANT STEPS)

HELPFUL HINTS (STRATEGIES):

GET THE CORRECT SEQUENCE FOR - PUT A LID ON IT TECHNIQUE.

DISCUSS BURNS.

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
- IDENTIFIES WITH T.V. CHARACTERS.
- EMOTIONAL AND SOCIAL MATURITY FLUCTUATES.
- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

149

1012-006
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

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BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING ELECTRICAL SAFETY

GRADE **5&6**

REFERENCE # **1012-007**

TARGET GROUP: **AGES 10-12 FIFTH & SIXTH GRADES**

SAFETY CATEGORY: **ELECTRICITY**

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

IF YOUR ELECTRICAL PANEL HAS FUSES THAT KEEP BLOWING OR CIRCUIT BREAKERS THAT KEEP TRIPPING AN ELECTRICIAN IS NEEDED TO FIND OUT WHY OR YOU COULD HAVE A FIRE START IN THE WALLS THAT WON'T BE DETECTED BY THE SMOKE DETECTOR FOR A LONG TIME.

DON'T LET ANY OF YOUR YOUNGER BROTHERS OR SISTERS PLAY AROUND OR STICK ANYTHING INTO ELECTRICAL OUTLETS.

WHEN YOU ARE OUTSIDE, NEVER GO NEAR ELECTRICAL WIRES OR ELECTRICAL EQUIPMENT, ESPECIALLY IF THE WIRES ARE HANGING DOWN OR ARE ON THE GROUND. KNOW WHERE THE WIRES ARE THAT COME INTO YOUR HOUSE AND STAY AWAY FROM THEM.

KEEP ELECTRICITY AND THINGS THAT ARE PLUGGED IN AWAY FROM WATER INCLUDING THE SINK AND TUB.

ELECTRICAL CORDS MAY LOOK UGLY IN A ROOM BUT DON'T EVER HIDE THEM WHERE THEY CAN BE WALKED ON OR PINCHED BY FURNITURE.

ALWAYS UNPLUG HEAT PRODUCING APPLIANCES EVEN WHEN THEY ARE NOT IN USE, BECAUSE THEY CAN START A FIRE. APPLIANCES SUCH AS TOASTERS, HAIR DRYERS,CURLING IRONS, CLOTHES IRONS AND COFFEE MAKERS.

"BE AFRAID OF FRAYED WIRES": ANY ELECTRICAL CORDS THAT LOOKED DAMAGED OR SHOW BARE WIRES ARE A SERIOUS FIRE HAZARD AND SHOULD BE REMOVED IMMEDIATELY.

HELPFUL HINTS (STRATEGIES):

NEVER PLUG A LARGER SIZED WIRE INTO A SMALLER SIZED WIRE, SUCH AS A HEAVY DUTY POWER CORD INTO AN EXTENSION CORD MADE FROM LAMP CORD....

IF THERE ARE THREE PRONGS ON AN APPLIANCE OR A CORD IT IS THERE FOR A REASON. DO NOT USE ADAPTERS THAT GO FROM 3 PRONGS TO 2 PRONGS BECAUSE YOU ARE DEFEATING THE GROUNDING PART OF THE PLUG AND THE ELECTRICITY CAN THEN USE YOU TO GROUND ITSELF.

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
- IDENTIFIES WITH T.V. CHARACTERS.
- EMOTIONAL AND SOCIAL MATURITY FLUCTUATES.
- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

1012-007 BEHAVIOR REFER. #

6/6/99 LAST UPDATED

ESSENTIAL THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

PRACTICING FIRE SAFETY WITH FLAMMABLE LIQUIDS

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
GENERAL FIRE SAFETY

GRADE
5&6

REFERENCE #
1012-008

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

FLAMMABLE LIQUIDS GIVE OFF VAPORS THAT YOU CAN'T SEE, THAT IGNITE VERY EASILY.
NEVER REFUEL A HOT ENGINE.
NEVER REFUEL AN ENGINE INDOORS.
IF YOU SPILL GASOLINE DURING REFUELING, MOVE THE APPLIANCE BEFORE ATTEMPTING TO START.
DON'T USE FLAMMABLE SOLVENTS TO CLEAN PARTS.
DON'T INTENTIONALLY INHALE FLAMMABLE FUMES TO GET "HIGH".
DON'T SMOKE OR LIGHT MATCHES OR LIGHTERS THAT NEED FLAMMABLE LIQUIDS.
TURN ENGINES OFF WHEN REFUELING.
WHY IS HUFFING DANGEROUS.
REVIEW IDENTIFICATION OF FLAMMABLES 890.008
SAFE STORAGE, USE AND HANDLING - ONE PINT.
AT THIS AGE FLAMMABLES COULD BE TAUGHT AS A WHOLE SCIENCE CLASS.

HELPFUL HINTS (STRATEGIES):

HOMEWORK - HAVE THEM SIGN IT.

HAVE STUDENTS COMPILE A BY-ROOM LIST OF HOUSEHOLD FLAMMABLES.

NO DEMOS @ THIS AGE GROUP -

FLAMMABLES.

DEVELOPMENTAL INFORMATION:

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- QUESTION AND ANSWER FORMAT WORKS WELL
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TEACHER'S NOTES:

BEHAVIOR DESCRIPTION:

PRACTICING FIRE SAFETY AROUND HEATING SOURCES

GRADE **5&6**

REFERENCE # **1012-009**

TARGET GROUP: **AGES 10-12 FIFTH & SIXTH GRADES**

SAFETY CATEGORY: **GENERAL FIRE SAFETY**

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

IDENTIFY IN-DEPTH THE DIFFERENT TYPES OF HEAT IN THE HOME: INVOLVE THE CLASS IN A LIST OF HEATING SOURCES WITHIN THE HOME. ADD NATURAL SOURCES SUCH AS SPONTANEOUS COMBUSTION, LIGHTNING, STATIC ELECTRICITY. MENTION HALOGEN LAMPS WITH THIS

HEATING SYSTEMS NEED REGULAR MAINTENANCE TO WORK PROPERLY. TEACH: ALWAYS USE A SCREEN WITH A FIREPLACE, GROWNUPS SHOULD HAVE CHIMNEYS CHECKED EVERY YEAR AND OIL BURNERS MUST BE CLEANED ANNUALLY.

HERE ARE SOME OTHER SAFETY LESSONS: MAKE A CIRCLE OF SAFETY (KEEP ANYTHING THAT CAN BURN AT LEAST 3 FEET AWAY FROM HEATING SOURCES. THIS INCLUDES YOURSELF). DON'T PUT CLOTHES ON THE HEATER TO DRY THEM, DON'T LEAVE PORTABLE HEATERS ON IF YOU LEAVE THE ROOM OR THE HOUSE, IDENTIFY PORTABLE HEATERS WITH FRAYED WIRES AS A HOME HAZARD, DON'T STORE ANYTHING AGAINST FURNACES, DON'T USE OVENS FOR HEATING PURPOSES, BURN HARD WOODS IN FIREPLACE AND WOOD STOVES. IF YOU REARRANGE YOUR BEDROOM DURING THE SUMMER, DON'T BLOCK HEATING VENTS OR PUSH FURNITURE UP AGAINST RADIATORS.

UNVENTED KEROSENE HEATERS ARE DANGEROUS AND ILLEGAL IN MASSACHUSETTS

HELPFUL HINTS (STRATEGIES):

INVITE A CHIMNEY SWEEP

USE FIRE DIAGRAM TO EXPLAIN CARBON MONOXIDE AND HOW HEATERS WORK

BE SENSITIVE TO THE TYPE OF HOUSING STUDENTS LIVE IN (I.E. MOBILE HOMES, APARTMENTS, 3-DECKERS, CONDOS, SINGLE FAMILY HOMES.)

DEVELOPMENTAL INFORMATION:

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- ATTENTION SPAN CAN STRETCH TO 45 MINS.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

BEST COPY AVAILABLE

1012-009 BEHAVIOR REFER. #

6/6/99 LAST UPDATED

ESSENTIAL THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING FIRST-AID FOR BURNS

GRADE
5&6

REFERENCE #
1012-010

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
BURNS

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

STUDENTS AT THIS AGE CAN BE TAUGHT ABOUT BURNS, BURN PREVENTION AND FIRST AID FOR BURNS IN VERY FRANK TERMS AND /OR SCIENTIFIC TERMS.

IT WOULD BE WISE TO REVIEW THE FIRE TRIANGLE (FUEL, TEMPERATURE & OXYGEN). THEN REVIEW STOP, DROP ,COVER AND ROLL, WITH THE IDEA THAT THE PURPOSE IS TO SMOTHER (REMOVE THE OXYGEN) TO PUT THE FIRE OUT. IT IS NOT ALWAYS POSSIBLE TO ROLL TO SMOTHER A FIRE ON YOU OR YOUR CLOTHES BUT SMOTHERING AND NOT RUNNING TO FAN THE FLAMES IS THE KEY TO EXTINGUISHING THE FIRE.. RECENT INTERVIEWS OF BURN VICTIMS STATED THAT THEY WERE AWARE OF STOP DROP AND ROLL BUT WHEN THEIR CLOTHES CAUGHT FIRE THERE WAS NO ROOM TO DROP AND ROLL THE FLAMES OUT.

AFTER REVIEWING THE FIRE TRIANGLE AND EXTINGUISHING THE FIRE THEN DISCUSS THIS BEHAVIOR, FIRST-AID FOR BURNS: REMOVE THE BURNING OR BURNT CLOTHES, COOL THE BURN WITH WATER, LOTS OF WATER. EXPLAIN THAT SKIN WILL CONTINUE TO BURN EVEN AFTER THE FLAMES HAVE BEEN EXTINGUISHED JUST AS A ROAST IN THE OVEN WILL CONTINUE TO COOK AFTER YOU TAKE IT OUT OF THE OVEN REMEMBER TO GET MEDICAL ATTENTION AND NOTIFY THE FIRE DEPARTMENT TO INVESTIGATE THE CAUSE OF THE FIRE AND TO DOCUMENT IT. DISCUSS BURN PREVENTION AFTER ADDRESSING FIRST-AID.

TALK ABOUT SUNBURNS AS BEING A MINOR BURN AND EXPLAIN FIRST, SECOND AND THIRD DEGREE BURNS.

HELPFUL HINTS (STRATEGIES):

MAKE A LIST OF THINGS THAT CAN BURN YOU AND INCLUDE CHEMICAL BURNS (BATTERY ACID), THERMAL, RADIATION BURNS AND LIGHTNING. THEN DISCUSS WAYS IN WHICH YOU CAN PREVENT THE BURNS FROM OCCURRING IN THE FIRST PLACE..

DEVELOPMENTAL INFORMATION:

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- ATTENTION SPAN CAN STRETCH TO 45 MINS.
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- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

1012-010
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

INSTALLING AND MAINTAINING SMOKE DETECTORS / ALARMS

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
ALARMS

GRADE
5&6

REFERENCE #
1012-011

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

SMOKE DETECTORS CAN SAVE YOUR LIFE IF YOU MAINTAIN THEM AND REACT WHEN THEY GO OFF.

INSTALL SMOKE DETECTORS ON CEILINGS ON EVERY LEVEL OF YOUR HOME, AWAY FROM KITCHEN AND NEAR OR IN THE BEDROOMS.

TEST SMOKE DETECTORS MONTHLY BY PUSHING THE TEST BUTTON.

CHANGE BATTERIES ONCE A YEAR - WHEN YOU CHANGE CLOCKS (SEE HELPFUL HINTS).

VACUUM THE DUST OUT OF THE DETECTOR AT THE SAME TIME YOU CHANGE THE BATTERIES.

NEVER REMOVE BATTERIES FROM A SMOKE DETECTOR UNLESS YOU ARE REPLACING THE OLD ONE WITH A NEW BATTERY.

CHIRPING DETECTORS INDICATE LOW BATTERIES.

DETECTORS OLDER THAN 10 YEARS SHOULD BE REPLACED.

IF YOU ARE HAVING PROBLEMS WITH NUISANCE ALARMS EITHER MOVE THE DETECTOR OR REPLACE IT. CONSIDER ONE WITH A SILENCER BUTTON.

WHEN A DETECTOR SOUNDS -- REACT. USE YOUR ESCAPE PLAN, EVACUATE THE BUILDING AND GO TO YOUR MEETING PLACE.

HELPFUL HINTS (STRATEGIES):

THE CHANGE YOUR CLOCK, CHANGE YOUR BATTERY PROGRAM IS DESIGNED TO GIVE A HOUSEHOLD TWO TIMES DURING THE YEAR TO CHANGE THE BATTERIES IN THEIR DETECTORS WITH THE GOAL OF GETTING THE BATTERIES CHANGED AT LEAST ONCE.

EMPHASIZE MAINTENANCE - PROPER ACTION.

DEVELOPMENTAL INFORMATION:

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- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

WHAT THE INSTRUCTOR SHOULD UNDERSTAND ABOUT SMOKE ALARMS OR SMOKE DETECTORS: SMOKE DETECTORS MUST BE INSTALLED AT OR NEAR THE CEILING WITH IN 10 FEET FROM BED ROOM DOORS AND AT THE TOP AND BOTTOM OF STAIRWAYS ON EVERY LEVEL OF YOUR HOME. YOU SHOULD TEST THE DETECTOR AT LEAST MONTHLY, CHANGE THE BATTERIES WHEN YOU CHANGE YOUR CLOCKS IN THE SPRING OR FALL AND REPLACE THE DETECTOR AFTER TEN YEARS. THE NEWEST ADDITION OF THE BUILDING CODE REQUIRES NEW AND RENOVATED HOMES TO HAVE DETECTORS INSIDE EVERY BED ROOM.

1012-011
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION
CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

UNDERSTANDING CARBON MONOXIDE

GRADE
5&6

REFERENCE #
1012-012

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
POISON

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

CARBON MONOXIDE IS A COLORLESS, ODORLESS, TASTELESS GAS THAT CAN HURT OR KILL YOU WHEN PRESENT.
CO DETECTORS WILL WARN YOU OF A PROBLEM BEFORE IT CAN HURT YOU IF YOU REACT WHEN IT GOES OFF.
IF CO DETECTOR ACTIVATES YOU MUST TAKE ACTION - CALL YOUR EMERGENCY NUMBER.
TEST AND MAINTAIN CO DETECTORS JUST LIKE SMOKE DETECTORS.
CO DETECTOR SHOULD BE INSTALLED ACCORDING TO THE MANUFACTURER'S RECOMMENDATIONS.
COVER COMMON CAUSES OF CO IN THE HOME.
RUNNING ENGINES IN CONFINED SPACES
BLOCKED FLUES AND CHIMNEYS
FAULTY HEATERS (ALL KINDS)
FAULTY GAS APPLIANCES
YOU SHOULD KNOW THAT RUNNING AN ENGINE INSIDE A GARAGE WITH THE DOOR OPEN CAN STILL FILL THE HOUSE WITH C.O.
ANYTHING THAT CAN BURN WILL GIVE OFF C.O.
CIGARETTE SMOKE

HELPFUL HINTS (STRATEGIES):

EXPLAIN LOCAL PROTOCOL.

STAY AWAY FROM TECHNICAL JARGON.

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
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- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

BEST COPY AVAILABLE

1012-012 BEHAVIOR REFER. #

1/16/97 LAST UPDATED

ESSENTIAL THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING ESCAPE PLANS

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
ESCAPE

GRADE
5&6

REFERENCE #
1012-013

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

DESCRIBED BELOW IS THE COMPLETE "TO DO" LIST OF A HOME ESCAPE PLAN. TEST AND MAINTAIN SMOKE DETECTORS. KNOW 2 WAYS OUT OF EVERY ROOM. WHEN DETECTOR SOUNDS -- REACT -- ROLL OUT OF BED - CRAWL LOW UNDER SMOKE. TEST ALL CLOSED DOORS IN THE EXIT PATH WITH THE BACK OF YOUR HAND BEFORE OPENING IT. IF THE DOOR IS HOT AND YOUR HAND GETS BURNED, YOU CAN STILL USE YOUR HAND. NEVER OPEN HOT DOORS. IF DOOR IS HOT, GO TO 2ND EXIT. IF 2ND EXIT IS WINDOW ABOVE 2ND FLOOR, STAY AT WINDOW, OPEN IT, CALL FOR HELP. USE A SHEET OR PILLOW CASE TO WAVE OUT THE WINDOW AS A UNIVERSAL SIGN FOR HELP. IN HIGH RISE BUILDINGS, DON'T OPEN THE WINDOW. IF WINDOW IS 2ND FLOOR LEVEL OR BELOW (LESS THAN 10 FEET FROM GRADE) DROP TO GROUND AFTER HANGING FROM WINDOW. GO TO THE MEETING PLACE THAT YOUR FAMILY PLANNED BEFORE THE FIRE. THE MEETING PLACE SHOULD BE AWAY FROM HOUSE BUT IN PLAIN SIGHT OF FIRE DEPARTMENT UPON THEIR ARRIVAL. DON'T TRY TO GO BACK INTO HOUSE FOR TRAPPED PETS / PEOPLE. TELL FIRE FIGHTERS - GET OUT / STAY OUT. NEVER CALL 911 FROM INSIDE HOUSE ON FIRE UNLESS YOU ARE TRAPPED.REMEMBER THAT CORDLESS PHONES CAN BE USED FROM YOUR MEETING PLACE. YOU NEED TO HAVE AN ESCAPE PLAN FOR EVERY HOUSE YOU SLEEP IN. YELL TO NOTIFY THE OTHER PEOPLE IN THE HOUSE BUT DON'T WAIT, ESCAPE ON YOUR OWN AND GO TO THE MEETING PLACE.PRACTICE YOUR ESCAPE PLAN AS A FAMILY TWICE A YEAR.

HELPFUL HINTS (STRATEGIES):

KNOW HOW TO OPEN ALL WINDOWS, DOORS AND SCREENS AT HOME.
NEVER USE AN ELEVATOR IN A FIRE.
DON'T EVER TRY AND HIDE INSIDE A BURNING BUILDING.
NEVER BREAK WINDOWS

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
- IDENTIFIES WITH T.V. CHARACTERS.
- EMOTIONAL AND SOCIAL MATURITY FLUCTUATES.
- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

1012-013
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING CRAWL LOW UNDER SMOKE

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
ESCAPE

GRADE
5&6

REFERENCE #
1012-014

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

IF TRYING TO EXIT A BUILDING ON FIRE, STAY LOW UNDER THE SMOKE, HEAT AND TOXIC GASES.

IF YOU AWAKEN TO A FIRE, ROLL OUT OF BED AND CRAWL ON YOUR HANDS AND KNEES.

MAKE AND FOLLOW YOUR ESCAPE PLAN BEFORE A FIRE SO YOU WILL KNOW IT WELL WHEN A FIRE OCCURS.

DON'T OPEN CLOSED DOORS WITHOUT TESTING THEM WITH THE BACK OF YOUR HAND TO SEE IF IT IS HOT.

NEVER OPEN HOT DOORS AND IF THE DOOR IS HOT, GO TO YOUR 2ND EXIT.IF 2ND EXIT IS A WINDOW, GO TO WINDOW, OPEN IT, CALL FOR HELP. DON'T CLIMB OUT IF HIGHER THAN GROUND FLOOR.

EXPLAIN THAT THE TEMPERATURE CAN BE 1100 ° F AT THE CEILING WHILE 90° F AT THE FLOOR.

EXPLAIN HOW SMOKE EFFECTS YOUR LUNGS AND BREATHING

DEFINE SMOKE. (FROM GLOSSARY) :

1. The vaporous system made up of small particles of carbonaceous matter in the air, resulting mainly from the burning of organic material, such as wood or coal. 2. The unburnt products of combustion containing heat, poisons and toxins

HELPFUL HINTS (STRATEGIES):

MAKE IT AN ASSIGNMENT TO OPEN ALL WINDOWS IN BEDROOMS TO MAKE SURE THEY CAN ESCAPE.

GOING BACK IN FOR PETS, PEOPLE OR POSSESSIONS.

FINDING OR SEARCHING FOR THE FIRE.

SHOULD BE TAUGHT IN CONTINUING WITH ESCAPE PLAN.

WHERE DO YOU CRAWL TO: NEAREST SAFEST EXIT - BE IT A DOOR, SLIDER OR WINDOW.

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
- IDENTIFIES WITH T.V. CHARACTERS.
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- SOCIAL GROUP VERY IMPORTANT.
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- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
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- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

1012-014
BEHAVIOR REFER. #

1/16/97
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

IDENTIFYING EXIT SIGNS & KNOWING TWO WAYS OUT OF PUBLIC PLACES

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
EXITS

GRADE
5&6

REFERENCE #
1012-015

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

AT THIS AGE, THE STUDENT SHOULD UNDERSTAND THAT EXITS NEED TO BE CLEAR AT ALL TIMES. THIS IS THEIR COMMUNITY RESPONSIBILITY.ALSO, ASSISTING PEOPLE THAT NEED HELP IN AN EMERGENCY IS THEIR COMMUNITY RESPONSIBILITY.

ALL PUBLIC PLACES MUST HAVE EXIT SIGNS AND THEY ARE USUALLY WHITE WITH RED LETTERS.THEY ARE LOCATED HIGH ON THE WALL AND DIRECT YOU TO AN EXIT. THESE SIGNS ARE USUALLY LIGHTED OR WILL GLOW IN THE DARK. THIS IS SO YOU CAN FIND THE DOOR EVEN WHEN THE ROOM IS DARK..

THE WORD EXIT MEANS " A WAY TO GET OUT " HAVE TWO WAYS OUT (EXITS) WHERE EVER YOU ARE. REMEMBER THAT IN PUBLIC PLACES EXITS MUST BE DOORS BUT IN HOMES THE BEDROOM WINDOW CAN BE THE 2ND EXIT.

WHEN YOU GO TO A PLACE THAT YOU HAVE NEVER BEEN BEFORE, YOU SHOULD LOOK AROUND THE ROOM UP HIGH FOR THE EXIT SIGNS SO THAT YOU KNOW AT LEAST TWO WAYS OUT IF THERE IS AN EMERGENCY. ASK THE STUDENTS TO LIST PLACES WHERE THEY HAVE BEEN THAT HAVE EXIT SIGNS

EXIT SIGNS ARE NOT OVER ELEVATORS BECAUSE ELEVATORS ARE NOT SAFE TO TAKE IN AN EMERGENCY.

IF AT HOME OR IN SCHOOL, GO TO MEETING PLACE UPON EXITING BUILDING DURING AN EMERGENCY.

HELPFUL HINTS (STRATEGIES):

DEVELOPMENTAL INFORMATION:

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TEACHER'S NOTES:

BEST COPY AVAILABLE

1012-015
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

RESPONDING CORRECTLY TO FIRE & EMERGENCY DRILLS

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
ESCAPE

GRADE
5&6

REFERENCE #
1012-016

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

AT THIS AGE FIRE DRILLS SHOULD BE CONDUCTED AT SCHOOL AND AT HOME, SO THAT THE CHILD CAN BE TAUGHT THE CORRECT THINGS TO DO IN THE EVENT OF A REAL EMERGENCY. (SEE 345-005 UNDERSTANDING ESCAPE PLANS FOR HOME)

AT SCHOOL: WHEN THE ALARM SOUNDS THE STUDENTS SHOULD IMMEDIATELY STOP EVERYTHING THAT THEY ARE DOING LOOK FOR THE TEACHER OR A GROWN-UP FOR ANY INSTRUCTIONS AND THEN LINE UP AT THE CLASSROOM DOOR WHILE REMAINING QUIET SO THEY CAN LISTEN FOR ANY CHANGING INSTRUCTIONS.FOLLOWING THE TEACHER OR GROWN-UP THEY SHOULD LEAVE QUIETLY AND QUICKLY TO THE EXIT AND THEN TO THEIR MEETING PLACE OUTSIDE THE SCHOOL. THE MEETING PLACE SHOULD BE WELL AWAY FROM WHERE THE FIRE TRUCKS HAVE TO MANEUVER. IT IS IMPORTANT TO STAY TOGETHER AND REMAIN QUIET SO THAT THE TEACHER CAN TAKE ATTENDANCE AND TO REPORT ANYONE MISSING. YOU SHOULD REINFORCE THAT EVERY TIME THE ALARM SOUNDS YOU MUST EXIT FIRST AND ASK QUESTIONS LATER, THIS IS THE BEHAVIOR THAT YOU ARE REALLY TEACHING. (UNANNOUNCED DRILLS ARE ONLY FOR TESTING WHAT YOU HAVE ALREADY TAUGHT. IF YOU HAVEN'T TAUGHT THE BEHAVIOR DON'T TEST IT.) EXPLAIN THAT SIGNS THAT ARE RED AND THINGS THAT ARE RED ON BUILDINGS ARE FOR USE IN EMERGENCIES SUCH AS FIRE ALARM PULL STATIONS, EXIT SIGNS, ALARM BELLS... THIS CAN BE HELPFUL IN TEACHING HOW STUDENTS CAN REPORT A FIRE ON THEIR OWN.

HELPFUL HINTS (STRATEGIES):

WHEN AN ALARM SOUNDS (EVERY TIME AN ALARM SOUNDS) YOU MUST GO TO THE NEAREST SAFE EXIT, GET OUT AND THEN STAY OUT -

GO TO YOUR MEETING PLACE
IF YOU ARE SEPARATED FROM A GROUP, GET OUT ON YOUR OWN AND TELL A TEACHER THAT YOU WERE SEPARATED.

EXPLAIN THAT EXITS CAN BE BLOCKED BY SMOKE OR FIRE OR SOMETHING ELSE THAT MAY REQUIRE YOU TO GO TO YOUR ALTERNATE EXIT.

BE SURE AND TEACH (OR REMIND) STUDENTS TO NEVER USE AN ELEVATOR DURING A FIRE ALARM OR DURING A FIRE

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
- IDENTIFIES WITH T.V. CHARACTERS.
- EMOTIONAL AND SOCIAL MATURITY FLUCTUATES.
- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

REVIEW THE ESCAPE PLANS THAT ARE IN EFFECT FOR THE BUILDING (CLASS ROOM) THAT YOU ARE TEACHING IN PRIOR TO TEACHING THE LESSON. THIS WILL ALLOW YOU TO ANSWER ANY QUESTIONS THAT MIGHT BE ASKED DURING THE LESSON. EXPLAIN THAT ELEVATORS SHOULD NEVER BE USED IN A FIRE EMERGENCY, NOT BECAUSE THE CABLE CAN BURN THROUGH BUT BECAUSE THE SHAFT ACTS AS A CHIMNEY CARRYING HEAT AND SMOKE UP IT AND BECAUSE THE CAR CAN GET CALLED TO THE FLOOR THAT IS ON FIRE AND OPEN LEAVING YOU TRAPPED.

1012-016
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

REPORTING FIRES AND OTHER EMERGENCIES

GRADE
5&6

REFERENCE #
1012-017

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
EMERGENCIES

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	**GLOSSARY**	**SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

TO REPORT A FIRE OR EMERGENCY --CALL 911 (NOT E - 911) EXPLAIN WHERE 911 CALL GOES.

BE READY TO GIVE: 1) NAME...2) ADDRESS OF EMERGENCY...3) TYPE OF EMERGENCY...4) CALL BACK TELEPHONE NUMBER

BEFORE CALLING, TAKE A DEEP BREATH, TRY TO STAY CALM, SPEAK SLOWLY AND CLEARLY AND WAIT FOR DISPATCHER TO REPEAT ADDRESS OF EMERGENCY. IF YOU CAN'T SPEAK OR DON'T SPEAK THE POLICE WILL COME TO WHERE THE CALL WAS MADE TO CHECK ON THE REASON FOR THE CALL.

IF YOU NEED HELP, DON'T HESITATE TO CALL 9 1 1. DON'T USE 911 FOR NON-EMERGENCY CALLS OR TURN IN FALSE ALARMS. FALSE ALARMS ARE ILLEGAL.

GO OVER OTHER WAYS TO REPORT EMERGENCY (VERBAL, MOTORIST, CALL BOXES, FIRE ALARM BOX (PULL AND STAND BY BOX)

EXPLAIN THAT YOU ARE NOT ALWAYS AT HOME WHEN THERE IS AN EMERGENCY, SO YOU NEED TO KNOW WHAT TO DO WHEN ON BOATS, IN CARS, WHEN CAMPING. OFTEN YOU NEED ONLY TO ASK BEFORE AN EMERGENCY HOW TO USE THE CELLULAR TELEPHONE OR WHAT TO DO WHEN CAMPING ..

HELPFUL HINTS (STRATEGIES):

EACH COMMUNITY HAS A 9 1 1 COORDINATOR, DON'T HESITATE TO CONTACT THAT PERSON TO ADDRESS THE CLASS OR PROVIDE INFORMATION.

STRESS THE IMPORTANCE OF REPORTING EMERGENCIES AS A CHILD'S ROLE IN THE COMMUNITY.

CALLING **9 1 1** OR *** S P** ON A CELLULAR TELEPHONE WILL CONNECT YOU WITH THE STATE POLICE.

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
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- EMOTIONAL AND SOCIAL MATURITY FLUCTUATES.
- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

BEHAVIOR DESCRIPTION:

UNDERSTANDING ARSON AND FALSE ALARMS

GRADE
5&6

REFERENCE #
1012-018

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
ARSON

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	**GLOSSARY**	**SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

ARSON IS THE INTENTIONAL SETTING OF A FIRE. IT IS ILLEGAL AND PUNISHABLE BY A FINE OR JAIL OR BOTH.

FALSE ALARMS ARE DANGEROUS TO:
1) FIREFIGHTERS
2) PEOPLE WITH REAL EMERGENCIES
3) CITIZENS CROSSING STREET OR IN CARS THAT COULD HAVE AN ACCIDENT

FALSE ALARMS TIE UP EMERGENCY RESOURCES THAT MAY BE QUICKLY NEEDED ELSEWHERE.
YOUR PRANK MAY GET SOMEONE HURT OR KILLED.

DISCUSS:
LAWS
RESTITUTION
COMMUNITY SERVICE
PROBATION
COSTS

HELPFUL HINTS (STRATEGIES):

A PERFECT LESSON TO LEAD INTO WITH A STORY OR NEWSPAPER ARTICLE.

DEVELOPMENTAL INFORMATION:

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- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
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- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

1012-018
BEHAVIOR REFER. #

1/16/97
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING SAFETY WITH DRUGS & ALCOHOL

GRADE
5&6

REFERENCE #
1012-019

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
DRUGS

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

THE USE OF ALCOHOL AND OTHER BEHAVIOR ALTERING DRUGS CAN HARM A YOUNG PERSON'S PHYSICAL, EMOTIONAL AND SOCIAL DEVELOPMENT.

THE USE OF ALCOHOL AND DRUGS CONTRIBUTE TO ACCIDENTS, FIRES, LOSS OF LIFE AND PROPERTY.

ADDICTIONS TO ALCOHOL AND OTHER DRUGS MAY ALSO CONTRIBUTE TO VIOLENT AND CRIMINAL BEHAVIORS AND ARE FINANCIALLY DESTRUCTIVE.

DRUG USE AND ADDICTIONS HAVE A NEGATIVE EFFECT UPON A PERSON'S PERFORMANCE IN SCHOOL SOCIAL RELATIONSHIPS AND ON THE JOB.

THE USE OF DRUGS DESTROYS THE TRUST BETWEEN FAMILY MEMBERS AND FRIENDS.

HELPFUL HINTS (STRATEGIES):

UTILIZE - OTHER PROGRAMS IN PLACE IN THE SCHOOL.

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
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- SOCIAL GROUP VERY IMPORTANT.
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- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
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TEACHER'S NOTES:

1012-019
BEHAVIOR REFER. #

5/16/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING FIRST-AID FOR CHOKING

GRADE
5&6
REFERENCE #
1012-020

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
FIRST-AID

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	**GLOSSARY**	**SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

IT IS INTENDED THAT WHEN TEACHING THIS BEHAVIOR THE INSTRUCTOR NOT TEACH EACH STUDENT THE HIEMLICH MANEUVER BUT ONLY TO EXPLAIN THAT THERE ARE COURSES AVAILABLE TO LEARN THE PROPER METHODS IN HANDLING ALL CHOCKING EMERGENCIES WHICH INCLUDES CARDIO PULMONARY RESUSCITATION (C.P.R.).THE HIEMLICH MANEUVER CAN BE DEMONSTRATED HOWEVER.

TEACH WHAT THE UNIVERSAL SIGN OF CHOCKING IS. IT IS THE CLASPING OF ONES HANDS TOGETHER GRASPING AT ONES THROAT. THIS IS A TRUE EMERGENCY AND REQUIRES IMMEDIATE MEDICAL ATTENTION BY TRAINED PERSONS BY CALLING 9-1-1. IF THE PERSON CAN TALK EVEN A LITTLE THEN YOU SHOULD NOT ATTEMPT ANY FIRST-AID FOR CHOCKING ACCEPT TO REASSURE THE PERSON AND TO CALL 9-1-1 IMMEDIATELY. IT CAN BE POINTED OUT THAT THERE ARE OTHER SITUATIONS THAT REQUIRE DIFFERENT TECHNIQUES AND THEY CAN BE DEMONSTRATED. BUT THE STUDENTS SHOULDN'T CONSIDER THEMSELVES QUALIFIED UNLESS THEY TAKE THE FULL COURSE OFFERED BY THE AMERICAN HEART ASSOCIATION.

HELPFUL HINTS (STRATEGIES):

DON'T TEACH C.P.R.

DON'T LET STUDENTS DEMONSTRATE HIEMLICH ON EACH OTHER.

DEVELOPMENTAL INFORMATION:

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- ATTENTION SPAN CAN STRETCH TO 45 MINS.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

1012-020
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING SAFETY WHEN BABYSITTING

GRADE **5&6**

REFERENCE # **1012-021**

TARGET GROUP: **AGES 10-12 FIFTH & SIXTH GRADES**

SAFETY CATEGORY: **BABYSITTING**

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

LEARN EMERGENCY TELEPHONE NUMBERS WHERE YOU ARE SITTING (911)
KNOW THE ADDRESS.
KNOW WHERE PARENTS ARE GOING AND HOW TO REACH THEM . GET BEEPER NUMBERS AND CELL PHONE NUMBERS.
KNOW WHERE YOUR OWN PARENTS ARE.
CHECK HOME FOR SMOKE DETECTORS.
ASK PARENTS FOR A FLASHLIGHT.
MAKE AN ESCAPE PLAN - LEARN 2 WAYS OUT.
ASK PARENTS FOR THE ESCAPE PLAN IF THEY DON'T HAVE ONE.
BABYSITTING IS EXTREMELY IMPORTANT.
NEVER LEAVE CHILDREN UNATTENDED ......WATCH THEM AT ALL TIMES.
BE CAREFUL WITH HOT LIQUIDS AROUND CHILDREN, COFFEE, TAP WATER AND BATH WATER FOR YOUR SAFETY AND THE CHILDREN'S SAFETY.
DON'T OPEN DOOR FOR ANYONE UNLESS YOU KNOW PERSON OR POLICE / FIRE DEPARTMENT....IF YOU COOK, DON'T LEAVE IT UNATTENDED - MAKE SURE YOU HAVE PERMISSION TO COOK.....GIVE HEATER SUFFICIENT CLEARANCE....IF POWER FAILS - USE FLASHLIGHTS / NOT CANDLES........KEEP MATCHES / LIGHTERS AWAY FROM CHILDREN....KEEP CHEMICALS / POISONS LOCKED UP....KNOW POISON CONTROL CENTER NUMBER.

HELPFUL HINTS (STRATEGIES):

REFER TO OTHER BEHAVIORS.

DEVELOPMENTAL INFORMATION:

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- ATTENTION SPAN CAN STRETCH TO 45 MINS.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

BEST COPY AVAILABLE

1012-021	**2/3/97**	**ESSENTIAL**
BEHAVIOR REFER. #	**LAST UPDATED**	**THIS BEHAVIOR WAS CONSIDERED**

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

UNDERSTANDING TRANSPORTATION SAFETY (BUS, SEAT BELT AND BICYCLE)

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
TRANSPORTATION

GRADE
5&6

REFERENCE #
1012-022

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

BIKING---------WEAR HELMET, DON'T DOUBLE UP, KNOW RULES OF ROAD, GET REFLECTORS ON BIKE, BE CAREFUL CROSSING STREET, DON'T WEAVE IN AND OUT OF PARKED CARS. WATCH FOR OPENING CAR DOORS.

WALKING---------LOOK BEFORE CROSSING STREET. USE CROSSWALKS, STAY AWAY FROM STRANGERS.

CARS---------WEAR SEAT BELT, DON'T DISTRACT DRIVER, DON'T HANG HEAD, ARMS OR LEGS OUT WINDOW. KEEP DOORS LOCKED. NEVER SIT ON OUTSIDE OF MOVING VEHICLE.

TRAINS---------STAY SEATED ON TRAIN. DON'T JUMP TRAINS OR TRY TO RIDE ON OUTSIDE, STAY OFF TRACKS, STAY AWAY FROM SWITCHES, STAY AWAY FROM 3RD RAIL, STAY BACK ON RAILROAD PLATFORM. DON'T TRY TO BOARD / EXIT A MOVING TRAIN.

PLANES---------STAY BELTED IN SEAT. PAY ATTENTION TO EMERGENCY IN-FLIGHT INSTRUCTIONS.

SKATEBOARD AND ROLLER BLADES----------FOLLOW RULES OF ROAD. WEAR HELMET, KNEE PADS, ELBOW PADS. KNOW WHERE YOU ARE PERMITTED TO SKATEBOARD AND ROLLER BLADE

HELPFUL HINTS (STRATEGIES):

CHECK TO SEE IF THIS LESSON IS TAUGHT BY POLICE SAFETY OFFICER OR HEALTH EDUCATOR.

STRESS PERSONAL SAFETY. FOR EXAMPLE: USE WRIST GUARDS WHEN SKATE BOARDING

DEVELOPMENTAL INFORMATION:

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- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
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- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

1012-022
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING POISON PREVENTION

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
POISON

GRADE
5&6

REFERENCE #
1012-023

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

STAY AWAY FROM CHEMICALS UNDER THE KITCHEN SINK, IN WORKSHOP OR IN GARAGE. KEEP SMALLER CHILDREN AWAY FROM THESE AREAS. CERTAIN HOUSEHOLD CHEMICALS MIXED TOGETHER HURT OR CAN KILL YOU.

DON'T MIX CHEMICALS TOGETHER , DON'T PUT CHEMICALS INTO FOOD CONTAINERS OR INTO OTHER CONTAINERS KEEP ALL STORED SUBSTANCES IN THEIR ORIGINAL CONTAINERS.

POISONS ARE THINGS THAT ARE INHALED OR EATEN THAT AREN'T MEANT TO BE EATEN AND THAT CAN HURT YOU.

NEVER INHALE GASOLINE, PROPANE, HAIR SPRAY, PAINTS OR ANYTHING ELSE TO GET "HIGH". (BE PREPARED TO EXPLAIN WHY.)

DON'T INHALE ANY FUMES INTENTIONALLY. DON'T TAKE DRUGS OR MEDICATIONS NOT PRESCRIBED FOR YOU.

IF A CHEMICAL OR POISON SPILLS ONTO YOUR SKIN AND BURNS YOU, RINSE IT WITH PLENTY OF WATER.. CALL 9 1 1 TO SAVE A LIFE IF SOMEONE IS POISONED.

ALWAYS WASH HANDS BEFORE EATING.

HELPFUL HINTS (STRATEGIES):

DON'T TALK ABOUT GETTING YOUR STOMACH PUMPED OR ANY OTHER TREATMENT AT THE HOSPITAL.

EXPLAIN WHAT A CHEMICAL IS.

EXPLAIN WHAT IS A POISON.

BE CAREFUL ABOUT USING EXAMPLES IF YOU FEEL KIDS WILL EXPERIMENT.

REVIEW REPORTING EMERGENCIES WITH THE CLASS.

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
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- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
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- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

1012-023
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING CULTURAL FIRE SAFETY ISSUES

GRADE
5&6

REFERENCE #
1012-024

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
COMMUNITY SERVICE

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

NEVER LEAVE CANDLES UNATTENDED.

COOKING IN AREAS OR EQUIPMENT NOT DESIGNED TO COOK FOOD CAN BE DANGEROUS.

DON'T USE STOVES FOR HEATING OR TO DRY CLOTHES IN.

INSTALL AND MAINTAIN SMOKE DETECTORS.

EVERYONE SHOULD LEARN HOW TO SUMMON HELP IN AN EMERGENCY.

HELPFUL HINTS (STRATEGIES):

DO NOT TEACH THAT YOU HAVE TO LEARN ENGLISH.

ALSO SEE OTHER TARGET GROUPS.

DEVELOPMENTAL INFORMATION:

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- SOCIAL GROUP VERY IMPORTANT.
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TEACHER'S NOTES:

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

CELEBRATING **BIRTHDAYS** SAFELY

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
HOLIDAY SAFETY

GRADE
5&6

REFERENCE #
1012-025

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

FLAMMABLE DECORATIONS, CANDLES AND FIREWORKS MUST BE EMPHASIZED WITH THESE AGE GROUPS

ALL FLAMMABLE DECORATIONS MUST BE WELL AWAY FROM IGNITION SOURCES, SUCH AS STOVES, CANDLES, FIREPLACES, ETC.

THROW WRAPPING PAPER AWAY, NEVER BURN IT.

FIREWORKS ARE EXPENSIVE, ILLEGAL AND UNPREDICTABLE, GET AWAY FROM ANYONE USING FIREWORKS, INCLUDING SPARKLERS.

NEVER USE TRICK CANDLES OR EXPLODING DECORATIONS (THEY ARE ILLEGAL IN MASSACHUSETTS).

CHECK AND REPLACE BATTERIES IN ALL SMOKE DETECTORS IN THE HOUSE, IF NECESSARY.

NEVER LEAVE CANDLES UNATTENDED OR WALK AROUND WITH LIT CANDLES. STAY IN THE ROOM WHERE CANDLES ARE BURNING OR SNUFF THEM OUT.

HELPFUL HINTS (STRATEGIES):

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
- IDENTIFIES WITH T.V. CHARACTERS.
- EMOTIONAL AND SOCIAL MATURITY FLUCTUATES.
- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
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- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

1012-025
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

CELEBRATING HALLOWEEN SAFELY

GRADE **5&6**

REFERENCE # **1012-026**

TARGET GROUP: **AGES 10-12 FIFTH & SIXTH GRADES**

SAFETY CATEGORY: **HOLIDAY SAFETY**

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

THIS AGE GROUP MUST BE ENCOURAGED TO HELP OUT YOUNGER BROTHERS AND SISTERS AND TO RESPECT PROPERTY OF OTHERS.
NEVER TRICK OR TREAT ALONE.
BE CAREFUL CROSSING STREET.
RESPECT OTHER TRICK OR TREATERS.
RESPECT OTHER PEOPLE'S PROPERTY.
DON'T PULL FALSE ALARMS OR ENCOURAGE OTHERS TO PULL ONE.
DON'T USE FIREWORKS AND STAY AWAY FROM THOSE THAT DO.
STAY AWAY FROM STRANGERS AND NEVER GO INSIDE A STRANGER'S HOUSE.
BRING AND USE A FLASHLIGHT.
COSTUMES SHOULD BE FIRE RETARDANT.
KEEP DECORATIONS AWAY FROM OPEN FLAMES.
ALL CANDY MUST BE THOROUGHLY CHECKED BEFORE EATING IT.

HELPFUL HINTS (STRATEGIES):

DEVELOPMENTAL INFORMATION:

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- EMOTIONAL AND SOCIAL MATURITY FLUCTUATES.
- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
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- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:
THIS BEHAVIOR CAN ALSO BE TAUGHT WITH UNDERSTANDING AND PRACTICING CANDLE SAFETY 1012-040.

1012-026 BEHAVIOR REFER. #

6/6/99 LAST UPDATED

SUPPLEMENTARY THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:
CELEBRATING WINTER HOLIDAYS SAFELY

GRADE
5&6

REFERENCE #
1012-027

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
HOLIDAY SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

THIS AGE GROUP CAN TAKE SOME RESPONSIBILITY FOR THEIR HOLIDAY FIRE SAFETY.
ALL SMOKE DETECTORS MUST BE TESTED AT LEAST MONTHLY TO INSURE PROPER OPERATION.
CHILDREN SHOULD REMIND ADULTS NOT TO OVERLOAD ELECTRIC OUTLETS WITH HOLIDAY LIGHTS.
NATURAL CHRISTMAS TREES MUST BE WATERED DAILY. TURN OFF ALL HOLIDAY LIGHTS WHEN EVERYONE GOES TO BED OR LEAVES THE HOUSE. DON'T LET MOM AND DAD BLOCK DOORWAYS & HALLWAYS WITH DECORATIONS, TREES OR PRESENTS.
CHIMNEYS WITH FIREPLACES MUST BE INSPECTED BEFORE THE FIREPLACE IS USED EACH WINTER SEASON. BURN ONLY HARDWOODS IN THE FIREPLACE AND NEVER PUT WRAPPING PAPER IN THE FIREPLACE.
NEVER LEAVE COOKING FOOD UNATTENDED AND LEARN HOW TO PROPERLY USE COOKING EQUIPMENT.
DON'T LEAVE CANDLES UNATTENDED.
LIMIT USE OF EXTENSION CORDS. USE THEM CORRECTLY.
STORE ALL HOT ASHES FROM FIREPLACE OUTDOORS. CHECK ALL FURNITURE AND TRASH BARRELS FOR HOT ASHES.
SMOKERS NEED HELPERS: CHECK FOR CIGARETTE ASHES AFTER ALL HOLIDAY GUESTS HAVE DEPARTED.
ALL FLAMMABLE DECORATIONS SHOULD BE HUNG AWAY FROM OPEN FLAMES OR IGNITION SOURCES, SUCH AS STOVES, FIREPLACES AND HEATERS.

HELPFUL HINTS (STRATEGIES):

MOST WRAPPING PAPER IS HIGHLY FLAMMABLE AND , IF BURNED IN THE FIRE PLACE CAN BURN SO HOT THAT A CHIMNEY FIRE CAN OCCUR. ALSO, BURNING WRAPPING PAPER CAN CRACK THE FLUE LINER PROTECTING YOUR CHIMNEY.

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
- IDENTIFIES WITH T.V. CHARACTERS.
- EMOTIONAL AND SOCIAL MATURITY FLUCTUATES.
- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

REFER TO BEHAVIOR 1012-007 ELECTRICAL SAFETY, AND CANDLE SAFETY

BEST COPY AVAILABLE

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION
CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

CELEBRATING THANKSGIVING SAFELY

GRADE
5&6

REFERENCE #
1012-028

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
HOLIDAY SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

ENCOURAGE GOOD FIRE PREVENTION PRACTICES DURING THIS HOLIDAY.

TEST ALL SMOKE DETECTORS TO MAKE SURE THEY ARE WORKING.

NEVER LEAVE COOKING FOOD UNATTENDED. CALL 9 1 1 IMMEDIATELY IF AN OVEN FIRE OCCURS FROM OUTSIDE THE HOME (GO TO A NEIGHBOR'S HOUSE OR BRING YOUR PORTABLE PHONE OUTSIDE).

KEEP ALL FLAMMABLE DECORATIONS AWAY FROM CANDLES, FIREPLACES, STOVES AND OTHER IGNITION SOURCES.

NEVER LEAVE CANDLES UNATTENDED, NEVER WALK WITH LIT CANDLES OR REACH OVER LIT CANDLES.

ONLY ADULTS SHOULD LIGHT ANY FIRE IN THE FIREPLACES AND FIREPLACES MUST BE CHECKED BY AN ADULT BEFORE USE.

KEEP A SCREEN IN FRONT OF THE FIREPLACE AND HAVE THE CHIMNEY INSPECTED EVERY YEAR.

DON'T USE STOVE, MICROWAVE OR ANY OTHER COOKING EQUIPMENT UNLESS AN ADULT HAS SHOWN YOU HOW TO OPERATE IT.

SMOKERS NEED HELPERS: CHECK ALL BASKETS AND FURNITURE FOR HOT CIGARETTE ASHES AT THE END OF DAY.

HELPFUL HINTS (STRATEGIES):

THANKSGIVING SYNDROME

COOKING IN AN OVEN FOR A LONG TIME AT A LOW TEMPERATURE CAN BUILD UP CARBON MONOXIDE IN THE HOUSE. IT WOULD BE WISE TO KEEP A KITCHEN WINDOW OPEN FOR VENTILATION WHILE COOKING.

IT WOULD ALSO BE WISE TO PURCHASE AND INSTALL A CARBON MONOXIDE DETECTOR.

DEVELOPMENTAL INFORMATION:

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- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

REFER TO BEHAVIOR:
1012-006 COOKING SAFETY
1012-040 CANDLE SAFETY

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1012-028 BEHAVIOR REFER. #
6/6/99 LAST UPDATED

SUPPLEMENTARY THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING SNOW RECREATION SAFETY

GRADE
5&6

REFERENCE #
1012-029

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
OUTDOOR SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

ENCOURAGE THE USE OF A HELMET WHEN SLEDDING.
REVIEW REPORTING EMERGENCIES.
YOU SHOULDN'T SLED AFTER DARK OR WHEN VISIBILITY IS BAD, LIKE WHEN IT'S SNOWING.
SLEDDING DOWN HILLS THAT ARE NEAR ROADS, STREETS AND AROUND TREES CAN BE DANGEROUS.
DON'T DOUBLE UP ON A SLED UNLESS IT'S MADE FOR TWO OR MORE.
SLIDE IN WIDE OPEN AREAS.
DO ENCOURAGE GOOD SAFETY HABITS AND HAVING A GOOD TIME.
SHOW RESPECT FOR YOUNGER CHILDREN WHO MAY BE NEAR YOU.
DON'T CUT OFF OTHERS ON THE HILL.
DON'T RUN INTO OTHERS, EVEN FOR FUN, SOMEONE WILL GET HURT.
WAIT YOUR TURN.
BE POLITE AND COURTEOUS.

HELPFUL HINTS (STRATEGIES):

DO NOT CALL 9 1 1 TO SEE IF ICE IS SAFE.

DEMONSTRATION: USE A FISH TANK OR GLASS BOWL; HAVE A STUDENT IMMERSE THEIR HAND UNDER THE ICE WATER FOR THREE MINUTES, THEN DROP CHANGE IN THE TANK/BOWL TO PICK UP. YOU WILL SEE THAT IT IS ALMOST IMPOSSIBLE TO PICK UP BECAUSE OF THE COLD...THEN RELATE THIS TO YOUR WHOLE BODY BEING IN THE WATER FOR SEVERAL MINUTES...

HAVE THE OTHER CHILDREN HOLD ICE CUBES FOR THE LENGTH OF TIME IT TAKES TO CONDUCT THE ABOVE DEMONSTRATION.

DEVELOPMENTAL INFORMATION:

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- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

BEHAVIOR DESCRIPTION:

CELEBRATING NEW YEAR'S SAFELY

GRADE
5&6

REFERENCE #
1012-030

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
HOLIDAY SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

THIS GROUP MUST BE ENCOURAGED TO USE COMMON SENSE AND BE RESPONSIBLE.
DON'T USE FIREWORKS AND STAY AWAY FROM THOSE THAT DO (SEE TEACHERS NOTES).
DON'T LEAVE ANY CANDLES UNATTENDED.
DON'T LEAVE COOKING FOOD UNATTENDED.
MAINTAIN ALL SMOKE DETECTORS IN YOUR HOME.
KEEP CHRISTMAS TREE WELL WATERED, TURN LIGHTS OFF BEFORE GOING TO BED.
KEEP ALL DECORATIONS AWAY FROM OPEN FLAMES.
FIREPLACES MUST HAVE SCREENS IN FRONT OF THEM.
SMOKERS NEED HELPERS: CHECK FOR CIGARETTE BUTTS AROUND AND BEHIND SEAT AND COUCH CUSHIONS

HELPFUL HINTS (STRATEGIES):

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- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

ALL FIREWORKS ARE DANGEROUS AND IN MASSACHUSETTS ALL FIREWORKS ARE ILLEGAL INCLUDING SPARKLERS.

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BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING SAFETY AROUND **EXPLOSIVES AND FIREWORKS**

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
FIREWORKS

GRADE
5&6

REFERENCE #
1012-031

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

FIREWORKS ARE UNPREDICTABLE AND DANGEROUS TO USE.
FIREWORKS ARE EXPENSIVE AND ILLEGAL.
FIREWORKS CAN EASILY EXPLODE IN YOUR HAND.
STAY AWAY FROM MILITARY SHELLS AND GRENADES AND CALL 9 1 1.
STAY AWAY FROM LARGE FIREWORKS, SHELLS AND REMNANTS.
EVEN SPARKLERS CAN CAUSE BAD BURNS.
A QUICK THRILL MAY PERMANENTLY DISABLE YOU FOR THE REST OF YOUR LIFE.
ATTEND LEGAL PUBLIC FIREWORKS DISPLAYS BY LICENSED PEOPLE.
CONSTRUCTION SITES MAY HAVE BLASTING CAPS LYING AROUND - THESE CAN EXPLODE.
SPORTS EVENTS AND THEATRICAL EVENTS MAY HAVE EXPLOSIVES.
MODEL ROCKETS.

HELPFUL HINTS (STRATEGIES):

A STORY OR INCIDENT WHICH THE INSTRUCTOR KNOWS OF CAN MAKE THIS A VERY INTERESTING LESSON AND SERVE TO MOTIVATE A DISCUSSION.

STUDENTS CAN WORK IN GROUPS AT THIS AGE, SOLVING PROBLEMS TOGETHER.

DEVELOPMENTAL INFORMATION:

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- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

1012-031
BEHAVIOR REFER. #

1/16/97
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING WATER SAFETY

GRADE
5&6

REFERENCE #
1012-032

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
OUTDOOR SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

SWIMMING SAFETY: ONLY GO NEAR WATER WITH AN ADULT. GO TO AREAS THAT ARE SUPERVISED BY ADULTS OR LIFE GUARDS. AND FOLLOW THE RULES OF THE SWIMMING AREA.

USE THE BUDDY SYSTEM WHEN SWIMMING IN CASE YOU NEED HELP.

ENCOURAGE CHILDREN THIS AGE TO TAKE SWIMMING LESSONS. THE LOCAL RED CROSS OR YMCA MAY OFFER THEM.

POOL GATES SHOULD BE LOCKED AT ALL TIMES. IF YOU SEE A GATE TO A POOL AREA THAT IS UNLOCKED, GO TELL A GROWN UP . DO NOT SWIM OR BE IN THE WATER DURING A LIGHTNING STORM.

DO NOT SWIM AT NIGHT. DO NOT DIVE INTO UNKNOWN WATER (IF IT IS NOT DEEP ENOUGH YOU COULD BREAK YOUR NECK OR DROWN. DON'T SWIM IN AREAS WITH HIGH SURF AND UNDERTOWS. ROUGH WATER COULD CARRY YOU AWAY FROM SHORE.

IF SOMEONE GETS IN TROUBLE, CALL 911 OR GET A GROWN UP RIGHT AWAY.

BOATING SAFETY: ALWAYS STAY SEATED WHEN RIDING IN A BOAT AND ALWAYS WEAR A LIFE PRESERVER. DON'T DO ANYTHING TO DISTRACT THE BOAT DRIVER. DON'T SWIM OR GO NEAR WATER DURING BAD OR STORMY WEATHER AND LIGHTNING STORMS.

WHEN WATER SKIING, SOMEONE MUST WATCH THE SKIER AT ALL TIMES.

NEVER OVERLOAD A BOAT WITH TOO MANY PASSENGERS.

ALWAYS STAY WITH THE BOAT IF IT SHOULD OVERTURN.

HELPFUL HINTS (STRATEGIES):

LIFE JACKETS SHOULD BE WORN WHEN BOATING. LIFE JACKETS OR P.F.D.'S (PERSONAL FLOTATION DEVICES) MUST BE OF THE CORRECT TYPE AND SIZE FOR THE PERSON WEARING IT.

KNOW WHERE THE CLOSEST PLACE TO CALL 9 1 1 IS. THIS COULD BE IN A POOL HOUSE OR A LIFE GUARD STAND OR FROM SOMEONE NEARBY THAT HAS A CELLULAR PHONE. ON A BOAT IT COULD BE A MARINE RADIO OR CITIZENS BAND RADIO.

HYPOTHERMIA CAN BE DISCUSSED: CAN RESULT FROM SWIMMING IN TOO COLD WATER. IT LOWERS YOUR BODY TEMPERATURE SO LOW THAT IT CAN KILL YOU.

MENTION SUN BURNS AND SUN BLOCK.

DEVELOPMENTAL INFORMATION:

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- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

THIS BEHAVIOR CAN BE TAUGHT IN CONJUNCTION WITH SEVERE STORMS, BURNS, AND ICE SAFETY.
DID YOU KNOW THAT A CHILD CAN DROWN IN ONE INCH OF WATER.???

BEHAVIOR DESCRIPTION:

UNDERSTANDING CAMPING AND HIKING SAFETY

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
OUTDOOR SAFETY

GRADE
5&6

REFERENCE #
1012-033

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

THIS GROUP MUST BE ENCOURAGED TO ACCEPT RESPONSIBILITY FOR THEIR OWN SAFETY. WHEN HIKING, LEAVE A PLAN WITH SOMEONE THAT CLEARLY STATES WHAT TRAIL YOU ARE HIKING ON, WHAT YOUR DESTINATION IS AND WHEN YOU EXPECT TO RETURN. RESPECT THE NATURAL RESOURCES AROUND YOU AND STAY ON THE TRAIL. NEVER HIKE ALONE AND LEARN COMPASS SKILLS (SCOUTING, APPALACHIAN MOUNTAIN CLUB). BRING EXTRA FOOD AND CLOTHING AS WELL AS A FLASHLIGHT WITH YOU. BE PREPARED FOR THE UNEXPECTED AND YOU CAN HELP YOURSELF AND OTHERS SHOULD AN EMERGENCY OCCUR. CARRY A FIRST AID KIT WITH YOU AND CONSIDER LEARNING BASIC FIRST- AID SKILLS. DON'T START A HIKE IN BAD WEATHER AND TURN BACK IF WEATHER GETS BAD. WEAR GOOD HIKING BOOTS TO HELP PROTECT AGAINST SPRAINED ANKLES. BE EXTREMELY CAREFUL WITH MATCHES AND LIGHTERS AND DO NOT MAKE CAMPFIRES WHERE THEY ARE PROHIBITED. IF YOU GET LOST, STAY ON THE TRAIL AND HEAD BELOW THE TREE LINE FOR SHELTER (WHERE TREES ARE GROWING ABOVE YOUR HEAD IN HEIGHT). STAY WARM, PUT EXTRA CLOTHING, BUILD A TEMPORARY SHELTER OUT OF AVAILABLE BRANCHES TO PROTECT AGAINST WIND AND RAIN.- - CAMPING - - LEARN HOW TO BUILD AND START A CAMPFIRE THE RIGHT WAY (SCOUTING) NEVER USE GASOLINE OR COLEMAN FUEL TO START A FIRE. NO CANDLES IN TEND. NOTHING IN CAMPFIRE EXCEPT WOOD. LEARN TO USE COOKING EQUIPMENT SAFELY. NO HORSEPLAY AROUND CAMPFIRE.

HELPFUL HINTS (STRATEGIES):

DEVELOPMENTAL INFORMATION:

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- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

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1012-033 BEHAVIOR REFER. #

6/6/99 LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND SURVIVING SEVERE STORMS

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
STORMS

GRADE
5&6

REFERENCE #
1012-034

APPENDIX "A" CONTAINS THE	APPENDIX "B" CONTAINS THE	APPENDIX "C" CONTAINS SOME
REFERENCE INFORMATION	**GLOSSARY**	**SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

STAY INDOORS DURING A STORM OR HURRICANE
STAY AWAY FROM OCEAN AN SHORELINE DURING A STORM.
THUNDER AND LIGHTNING -- STAY OFF PHONE , STAY AWAY FROM TREES, STAY OUT OF WATER.
HOUSE SHOULD HAVE LIGHTNING ROD ON IT.
IF POWER OUTAGE OCCURS, USE FLASHLIGHTS, NOT CANDLES. UNATTENDED CANDLES CAN START A FIRE
DON'T TIE UP EMERGENCY LINES WITH QUESTIONS ABOUT STORM OR POWER OUTAGE.
PUT AWAY LOOSE ITEMS AND FURNITURE IN YARD BEFORE THE STORM HITS.
BUY A BATTERY POWERED RADIO.
TEST SMOKE DETECTORS.
IF ALL DETECTORS ARE ELECTRIC, BUY ONE BATTERY DETECTOR AND PUT IT ON CEILING NEAR BEDROOMS.

HELPFUL HINTS (STRATEGIES):

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TEACHER'S NOTES:

177

1012-034
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION
CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

UNDERSTANDING YOUR PERSONAL AND COMMUNITY ROLE IN SAFETY

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
COMMUNITY SERVICE

GRADE
5&6

REFERENCE #
1012-035

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

BE AWARE OF COMMON CAUSES OF FIRE AND USE YOUR COMMON SENSE TO AVOID KNOWN HAZARDS.
EXERCISE CAUTION AROUND HOT LIQUIDS, BOTH FOR YOURSELF AND SMALL CHILDREN.
YOU HAVE A RESPONSIBILITY TO HELP ADULTS KEEP SMALL CHILDREN SAFE.
TAKE BABYSITTING RESPONSIBILITIES SERIOUSLY AND PREVENT NEEDLESS INJURIES TO SMALL CHILDREN.
LEARN HAZARDS OF FLAMMABLE LIQUIDS, TREAT THEM WITH RESPECT, USE THEM PROPERLY.
RESPECT YOUR BODY AND MIND, DON'T USE ALCOHOL, TOBACCO AND DRUGS. UNDERSTANDS USE OF THESE INTERFERES WITH GOOD DECISION MAKING AND COORDINATION.
DON'T TURN IN FALSE ALARMS....OFFER ASSISTANCE IN AN EMERGENCY TO THOSE THAT NEED IT.
KNOW HOW TO REPORT AN EMERGENCY.
LEARN SURVIVAL SKILLS SUCH AS FIRST AID, C.P.R.,
STOP, DROP AND ROLL - COOL WATER FOR BURNS, CRAWL LOW IN SMOKE.
REACT TO FIRE DRILLS AND FIRE ALARM ACTIVATIONS.
AGAIN, ADDRESS ISSUE OF KEEPING "DANGEROUS SECRETS" *PEER PRESSURE IS REALLY BUILDING AT THIS PHASE.

HELPFUL HINTS (STRATEGIES):

USE OF "OLDER" STUDENTS TO HELP ASSIST FIRE SAFETY EDUCATOR IN TEACHING YOUNGER STUDENTS -

"WHAT YOU TEACH - YOU ALSO LEARN"

GOOD FOR STUDENT'S CONFIDENCE AND SELF-ESTEEM.

TALK ABOUT SLEEP OVERS AND KNOWING E.D.I.T.H., WORKING SMOKE DETECTORS, ETC.

DEVELOPMENTAL INFORMATION:

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- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

1012-035 BEHAVIOR REFER. #

2/3/97 LAST UPDATED

ESSENTIAL THIS BEHAVIOR WAS CONSIDERED

BEST COPY AVAILABLE

BEHAVIOR DESCRIPTION:

UNDERSTANDING DISABILITIES AND SAFETY

GRADE
5&6

REFERENCE #
1012-036

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
COMMUNITY SERVICE

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

YOU CAN HELP SOMEONE WHO MAY HAVE DIFFICULTY DOING STOP, DROP AND ROLL IF THEIR CLOTHES CATCH FIRE.

PEOPLE WHO ARE HEARING IMPAIRED MAY GET A SPECIAL SMOKE DETECTOR/ALARM THAT WILL SHAKE THE BED OR FLASH A HIGH INTENSITY STROBE LIGHT CAPABLE OF WAKING THEM UP .

MANY PEOPLE MAY NEED EXTRA HELP WHEN EXITING A BUILDING DURING AN EMERGENCY. EXAMPLES OF PEOPLE NEEDING SUPPORT ARE THE PHYSICALLY CHALLENGED WHICH MAY INCLUDE THE HEARING IMPAIRED OR SIGHT IMPAIRED OR THE MENTALLY CHALLENGED

REMEMBER TO CONTINUE PRACTICING YOUR SOCIAL AWARENESS SKILLS AND TREAT ALL PEOPLE WITH THE SAME RESPECT THAT YOU WOULD WANT SOMEONE TO TREAT YOU.

STOP, DROP AND ROLL IS A METHOD USED TO KEEP PEOPLE FROM RUNNING WHICH FANS THE FLAMES AND THEN TO DROP AND ROLL TO SMOTHER THE FLAMES, THIS IS NOT PRACTICAL FOR SOMEONE IN A WHEEL CHAIR, BUT THE SMOTHERING OF THE FLAMES MUST BE DONE TO PUT THE FIRE OUT. THIS IS WHY PEOPLE WITH DISABILITIES NEED YOUR HELP TO SMOTHER R THE FLAMES. IF PEOPLE WITH DISABILITIES COME TO OR LIVE IN YOUR HOME,YOU NEED TO INCLUDE SPECIAL INSTRUCTIONS FOR THEM IN YOUR E.D.I.T.H. PLAN .

HELPFUL HINTS (STRATEGIES):

DEVELOPMENTAL INFORMATION:

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- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

WE NEED TO HELP CHILDREN WITH DISABILITIES TO FEEL PRO-ACTIVE IN TIMES OF CRISIS. THEY SHOULD BE GIVEN THE OPPORTUNITY TO LEARN THE LIFE SAVING SKILLS THAT ARE APPROPRIATE WITHIN THE SCOPE OF THEIR PARTICULAR DISABILITY. WE SHOULD BE CAREFUL NOT TO INCREASE THEIR SENSE OF HELPLESSNESS AND DEPENDENCY ON OTHERS. THIS IS AN EXCELLENT LESSON ON PROBLEM SOLVING FOR THE WHOLE CLASS.

1012-036
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING ICE SAFETY

GRADE
5&6

REFERENCE #
1012-037

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
OUTDOOR SAFETY

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

1- ONLY GO NEAR ICE WITH AN ADULT, SUPERVISED.
2- AVOID PEER PRESSURE TO GO OUT ON ICE THAT YOU FEEL IS UNSAFE.
3- CONTINUOUS COLD IS NEEDED FOR SEVERAL DAYS FOR SAFE ICE AND THE ICE SHOULD BE AT LEAST 4 INCHES THICK.
4- ANY WATER ON ICE IS DANGEROUS, DON'T GO ON THAT ICE.
5- STAY AWAY FROM CRACKS IN THE ICE.
6- STAY WARM - STAY DRY.
7- CALL 9-1-1 OR GET AN ADULT IF YOU SEE SOMEONE WHO HAS FALLEN THROUGH THE ICE. DON'T BECOME A VICTIM.
8- REACH THROW DON'T GO.

HELPFUL HINTS (STRATEGIES):

HYPOTHERMIA- IF YOU START TO SHIVER THEN YOU ARE TOO COLD. TIME TO GO IN AND GET WARM. EXPLAIN CONDUCTION AND CONVECTION TERMS.

DEMO: USE A PLASTIC BUCKET, HAVE STUDENT IMMERSE HAND IN THE BUCKET FILLED WITH ICE WATER FOR ONE TO THREE MINUTES. HAVE THE STUDENT THEN TRY TO PICK UP COINS ON THE BOTTOM OF THE BUCKET. RELATE THIS TO THEIR WHOLE BODY BEING IMMERSED IN ICY COLD WATER. HAVE OTHER STUDENTS HOLD ICE CUBE DURING THIS DEMONSTRATION.

DON'T CALL 9-1-1 TO ASK IF THE ICE IS SAFE TO GO ON.

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
- IDENTIFIES WITH T.V. CHARACTERS.
- EMOTIONAL AND SOCIAL MATURITY FLUCTUATES.
- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

YOU CAN COMBINE THIS BEHAVIOR WITH SNOW RECREATION AND / OR REPORTING FIRES AND OTHER EMERGENCIES, AT THIS THIS TARGET GROUP.

1012-037
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

SUPPLEMENTARY
THIS BEHAVIOR WAS CONSIDERED

BEHAVIOR DESCRIPTION:

UNDERSTANDING SAFETY & CONSEQUENCES OF TOBACCO USE

GRADE
5&6

REFERENCE #
1012-038

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
DRUGS

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

TOBACCO USE HARMS THE BODY AND IS ADDICTIVE. IT'S USE LEADS TO SERIOUS, LIFE THREATENING ILLNESS, SUCH AS CANCER, HEART DISEASE AND LUNG DISEASE.

TOBACCO USE IS THE #1 CAUSE OF FATAL FIRES. (SEE HELPFUL HINTS)

YOUNG PEOPLE TEND TO BE SECRETIVE ABOUT THEIR EXPERIMENTATION WITH TOBACCO PRODUCTS. THIS CAN LEAD TO SMOKING IN THE HOME AND OUTDOOR ENVIRONMENTS THAT CAN BE DANGEROUS DUE TO HIGHLY FLAMMABLE MATERIALS.

THE USE OF TOBACCO PRODUCTS HURTS ACADEMIC, ATHLETIC AND JOB PERFORMANCE.

THE USE OF TOBACCO PRODUCTS MAY INTERFERE WITH CAREER GOALS.

TOBACCO IS CONSIDERED A GATEWAY DRUG, POTENTIALLY LEADING TO THE EXPERIMENTATION OF OTHER HARMFUL DRUGS, ALCOHOL AND INHALANTS.

TOBACCO USE BY YOUNG PEOPLE SETS THEM ON THE PATH OF SOCIALIZING WITH OTHER USERS AND BEING OSTRACIZED (MADE FUN OF) BY OTHER SOCIAL GROUPS.

SMOKERS NEED MATCHES AND LIGHTERS TO KEEP THEIR HABIT. IN DOING SO, THEY MAKE THESE MATCHES AND LIGHTERS AVAILABLE TO THE PEOPLE AROUND THEM. WHEN CHILDREN HAVE MATCHES AND LIGHTERS AVAILABLE TO THEM, THE TEMPTATION TO EXPERIMENT WITH THEM CAN HAVE DEADLY RESULTS. IF YOU SEE A YOUNGER PERSON WITH MATCHES OR A LIGHTER YOU SHOULD TAKE THEM TO A GROWN UP AND MAKE SURE THAT THEY ARE OUT OF THE REACH OF CHILDREN.

HELPFUL HINTS (STRATEGIES):

EMPHASIZE THAT SMOKING IS A SERIOUS FIRE PROBLEM AND DISCUSS HOW TOBACCO PRODUCTS CAUSE FIRES BOTH SLOWLY AND QUICKLY. SLOW SMOLDERING FIRES ARE ESPECIALLY DANGEROUS BECAUSE PEOPLE CAN BE SLEEPING WHEN THE FIRE FINALLY PRODUCES FLAME AND STARTS TO SPREAD RAPIDLY. WHEN PEOPLE ARE SLEEPING THEY HAVE NO SENSE OF SMELL WHICH IS WHY YOU NEED SMOKE DETECTORS TO "SMELL THE SMOKE". IF PEOPLE HAVE CONSUMED ALCOHOL, THIS CAN DECREASE THEIR CHANCES OF SURVIVAL EVEN FURTHER.

EMERGENCY MEDICAL TECHNICIANS, PARAMEDICS AND OTHER TEACHERS HOW FEEL COMPETENT, MAY ALSO TEACH ABOUT THE MANY HEALTH ISSUES ASSOCIATED WITH TOBACCO PRODUCTS.

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
- IDENTIFIES WITH T.V. CHARACTERS.
- EMOTIONAL AND SOCIAL MATURITY FLUCTUATES.
- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
- PERIODS OF DISORGANIZATION.
- ATTENTION SPAN CAN STRETCH TO 45 MINS.
- ENJOYS PROBLEM SOLVING STRATEGIES.
- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

THIS BEHAVIOR COULD BE TAUGHT WITH POISON PREVENTION, CARBON MONOXIDE, SMOKE DETECTORS / ALARMS MATCH AND LIGHTER SAFETY AND / OR ESCAPE PLANS TO THIS TARGET GROUP.

YOU COULD DISCUSS HOW THE MEDIA (ADVERTISING) CAN GLAMORIZE AND PROVOKE YOUNG PEOPLE INTO SMOKING.

BEST COPY AVAILABLE

MASSACHUSETTS PUBLIC FIRE AND SAFETY EDUCATION CURRICULUM PLANNING GUIDEBOOK ©

BEHAVIOR DESCRIPTION:

UNDERSTANDING AND PRACTICING CANDLE SAFETY

TARGET GROUP:
AGES 10-12 FIFTH & SIXTH GRADES

SAFETY CATEGORY:
USING FIRE

GRADE
5&6

REFERENCE #
1012-039

APPENDIX "A" CONTAINS THE **REFERENCE INFORMATION**

APPENDIX "B" CONTAINS THE **GLOSSARY**

APPENDIX "C" CONTAINS SOME **SAMPLE LESSON PLANS**

LESSONS TO TEACH (OBJECTIVES):

FIRES STARTED BY CANDLES HAVE DOUBLED IN THE PAST DECADE (10 YEARS).
BURN CANDLES IN THE CENTER OF A ONE FOOT " CIRCLE OF SAFETY " FREE OF ANYTHING THAT CAN BURN.
STAY IN SIGHT OF BURNING CANDLES; DO NOT LEAVE UNATTENDED.
BURN CANDLES ON A NON-COMBUSTIBLE SURFACE SUCH AS A CERAMIC SAUCER OR PLATE.
BE SURE TO SNUFF OUT CANDLES BEFORE FALLING ASLEEP, GOING OUT OR LEAVING THE ROOM.
KEEP CANDLES OUT OF THE REACH OF SMALL CHILDREN AND PETS.
MAKE IT YOUR PERSONAL RESPONSIBILITY TO BE SURE CANDLES ARE USED SAFELY.

HELPFUL HINTS (STRATEGIES):

VOCABULARY: NON-COMBUSTIBLE

EXPLAIN THAT THERE ARE SAFER ALTERNATIVES FOR LIGHT DURING POWER OUTAGES.

GEOMETRY LESSON: ONE FOOT CIRCLE OF SAFETY IN ALL DIRECTIONS = ONE FOOT SPHERE (BASKETBALL). HALF OF A SPHERE = DOME. MEASURE THE AREA OF A DOME.

HISTORY: EXPLAIN THE HISTORY OF CANDLE USE.

SCIENCE: USING CANDLES IN DIFFERENT SIZE CONTAINERS TO EXPLAIN THE FIRE TRIANGLE

DEVELOPMENTAL INFORMATION:

- GENERALLY HAS POSITIVE APPROACH TO LIFE.
- IDENTIFIES WITH T.V. CHARACTERS.
- EMOTIONAL AND SOCIAL MATURITY FLUCTUATES.
- SOCIAL GROUP VERY IMPORTANT.
- MIXED GROUPS BECOME MORE DIFFICULT TO MANAGE.
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- QUESTION AND ANSWER FORMAT WORKS WELL
- ROLE PLAY CAN BE INTRODUCED.

TEACHER'S NOTES:

BEST COPY AVAILABLE

1012-039
BEHAVIOR REFER. #

6/6/99
LAST UPDATED

ESSENTIAL
THIS BEHAVIOR WAS CONSIDERED

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IMPLEMENTATION

FUNDING

Locating funding sources is difficult at best. Fire safety education is still not on the top of the municipal fire department budget requests in most communities. There are exceptions to the rule. Is it a priority? Sure it is, just like manpower, apparatus, and equipment for suppression. Strong advocacy can change that way of thinking. Focus on prevention activities as a primary goal of the department when you are searching for funding. In Massachusetts, the S.A.F.E. (Student Awareness of Fire Education) grant program has been successful in providing seed money to communities to fund fire safety education. Success builds on success. Use seed money to leverage other resources from the community whether it is the creation of a line item in the fire department budget, school or health departments committing some of their resources, or local civic, business or labor organziations donating some of theirs. Community partners may be willing to donate the printing of materials, or a fire safety house, or purchase a video for you.

M.G.L. Chapter 71 requires fire safety education to be taught in the schools. Help schools meet that mandate. There has not been much success at the federal level for community funding to date, but be optimistic that it will come. In the meantime, look to local community groups and businesses for assistance. Papa Gino's for example, might help you do fundraising at the local store. They have been supportive of fire safety education in New England. Ben and Jerry's Ice Cream corporate policy includes a committment to fund worthy causes in their local communities.

PRODUCE AND DISTRIBUTE MATERIALS

You will need to purchase or produce your materials in sufficient quantity. If you have developed your own handouts, flyers, or activity sheets, you need to reproduce them in bulk. You might use a local print-shop, the vocational high school, or persuade a local business to donate the printing from their own photoreproduction equipment. If you are giving away materials such as smoke detectors or batteries you need to acquire them. Can you purchase them out of your budget or do you need to find a donation.

Think about how you will distribute your materials. How will you get them to your audience? Will you leave flyers at the library or a laundromat? Give a speech and hand them out? Use them in a classroom presentation? Will the boy scouts leaflet door-to-door, or are you leaving information behind after an inspection?

IMPLEMENTATION (CONTINUED)

SELECT, TRAIN AND SCHEDULE FIRE EDUCATORS

There are people in your organization ready to help you with your fire education program. All you need to do is ask. You may be surprised at the positivre response. People who are interested in fire safety education will be enthusiastic to the audience. Commitment is the most important quality, most everything else can be learned. Children will quickly pick up anyone who is not genuinely interested in being with them. They are very perceptive!

If your department is going into the schools, you should first train your fire educators. These people represent the fire department and your program. If they have no training they will have no credibility. Without credibility you will have no program. Training can be as simple as reviewing the lesson plan and materials or having them watch someone else deliver the lesson. Many educators started out as the helper, the person who put on the gear or dressed up as Sparky®. The Massachusetts Firefighting Academy and the National Fire Academy provide training for public fire educators. Many states sponsor conferences and seminars where training can be obtained for fire educators.

You will need to set up a schedule in conjunction with the schools and your fire educators. Make sure the fire educator can stay through the presentation and not have to run to a call. The teacher gave up their valuable time to you, show respect for that. Remind the fire educator that if they were up all night at calls, not to show a lack of enthusiasm to the children throiugh tiredness.

GET AUDIENCE PARTICIPATION

DO SOME MARKET RESEARCH

What do members of your audience think is the best way to reach them? Do you need an interpreter? How large will the group be? What is their current knowledge of fire safety? Find out if there are any cultural, developmental or traumatic fire experience issues you should be aware of. Find out what the past relationship between the schools and the fire department has been.

HOW TO GET INTO THE SCHOOLS?

There are a variety of creative ways to get into the schools. Remember that you are asking for permission to come onto their turf, that you are asking for their assistance and cooperation. Sometimes it is how you ask, and not what you ask for, that makes the difference. Build that community partnership one classroom, one school building at a time.

IMPLEMENTATION (CONTINUED)

Time and Need

Be aware that the Department of Education guidelines require teachers to spend a certain amount of time teaching particular subjects each day. Schools will be concerned that your lesson(s) will take away from those tightly scheduled minutes. It is important to present your lessons as interdisciplinary. For example, if you will be in the classroom during math, explain to the school or teacher that you can present your key fire safety behavior as a math lesson. (Ex. If there are 3 smoke detectors in my house and only one is working, what percentage of my detectors work?)

Find an Ally

Your best ally is an interested teacher, principal or superintendent. Fire and burn safety is a required part of the health curriculum, so the health teacher might be a good place to start. Remember that she/he probably does not have a lot of hours with each class, so offer to help her/him with their fire safety segment.

Start Small - All Fires Do

Start with just the Kindergarten or First Grade whose time schedule may be more flexible and earn credibility the first year. Build on that the next year and expand your program.

Each School is Unique

Each school is unique and managed in a different way. You may be received with open arms in one school and rebuffed by another. If one school is not receptive, try another. Be able to adjust your program or style a little bit to adapt to the uniqueness of each school.

Be Prepared, Be Flexible

Be prepared when you approach the schools. Know what behaviors you want to teach to what age group. Have your lesson plans ready, but ask for their professional help to adjust your plans to their students.

Gatekeepers

The following is a list of people or groups associated with the schools. Find someone in one of these groups or jobs to help you.

Superintendent.............. Health Teacher..................
Principal.................... Classroom Teacher.................
Parent/Teacher Organisation.......... School Nurse.........
D.A.R.E. Officer........................ Gym Teacher..............
Tobacco Coalition............. Parent Advisory Councils...............
Health Council (If the school receives tobacco tax $)

IMPLEMENTATION (CONTINUED)

The best guarantee for a positive experience is thoughtful planning. If possible, meet with the classroom teacher beforehand. This will give you an opportunity to ask about typical behaviors for the age group, any special needs or issues a child might have, age appropriateness of your materials, or expectations for the students. Communication with the teacher is essential. Be aware that the teacher expects you for a certain period of time. The classroom teacher should be made aware that it is possibility you may be called out of the classroom suddenly. However, you should avoid this if at all possible.

THE LESSON PLAN

Every instructor should create and follow a lesson plan. This blueprint will help you to stay on track during your visit. Firefighters are extremely popular visitors in any classroom and it is easy to get sidetracked with questions or stories from the students. The lesson plan ensures that you are presenting information consistently to all classes. A lesson plan outlines your objectives, procedures and materials. It will increase your credibility with the teachers and administrators as an instructor, firefighter and professional. It will also increase the comfort level of the instructor. Take advantage of "teachable moments" - situations that arise during a class that sparks a particular interest with the students. Even if the exact issue is not part of your plan, the personalization of the issue may be too valuable to pass up.

CLASSROOM MANAGEMENT FOR VISITING PRESENTERS

Questions Vs. Stories

Young students often have difficulty distinguishing between stories and questions. Gentle reminders and reinforcements can help students think about their "questions" before asking. Another technique that has worked for some firefighters is to tell students that you will save a few minutes at the end of class for them to ask questions or share stories.

Most of the time, a well-prepared fire educator will not experience any major discipline problems. The students are often so enthralled by your presence that they don't misbehave. However, a set of ground rules proves helpful in setting expectations. Ask the classroom teacher what the rules are; follow them yourself and let the students know. In most cases you can look to the classroom teacher to monitor and enforce the classroom's rules. If you find yourself in situations where you have to establish the rules, keep it simple, usually three rules are sufficient. Some examples are: raise your hand, be a good listener, and respect each other.

IMPLEMENTATION (CONTINUED)

TIPS

Be organised. The best discipline is a good lesson plan.

-You should use the ground rules already in place. Check with the classroom teacher.

- Ask the classroom teacher what the ground rules are. Follow them and let the students know.

If you must establish the ground rules yourself, keep it simple. Some examples are:
Raise your hand. Wait to be called on.
Be a good listener.

-If a particular student is out of line try the "teacher stare", sitting or standing near the student, or even placing a gentle hand on the desk (avoid touching) to remind the student of expected behavior.

-If the class is noisy, wait for quiet -do not try to talk over them. After a few moments of your silence they will get the hint.

- Specific praise is valuable! "Nice job!" "Excellent question!" "Super answer!" "That's an awesome drawing." "Good try!"

-Modeling is especially helpful because students are so eager to please. "I love the way that Jose is waiting quietly!"

-Give clear, specific directions for all activities.

-Stickers or other small tokens are great motivators: "I have some stickers today for students who are being excellent listeners!" Bribery works!

-Be firm but fun. Smile!

- Avoid fire department jargon (e.g. piece, bunker, apparatus, line)

Assembly Programs

Assembly programs are less desirable but can be a good conclusion to a series of classroom presentations (a wrap-up or graduation) or a way to get your foot in the door. Assembly programs can reach a large number of people but have disadvantages in terms of audience participation and information retention (we only retain 50% of what we see and hear alone.)

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EVALUATION

Evaluation is the fifth step in the program planning process. However this does not make it the least important. The Evaluation step helps you to measure the impact of your program and see what has worked and what has not. It also allows you to demonstrate that your program is achieving its goals. If goals are not being met then you can modify or eliminate parts of your program through the evaluation process.

Evaluating a program can range from comparing fire loss data before and after implementing the program (such as death, injury or property loss statistics) to measuring educational changes through pretests and post-tests.

Many kinds of data are already being collected by most departments. There is the Mass. Fire Incident Reporting System (MFIRS), 911 calls, open air burning permits, and ambulance reports to name a few. You should have looked at these during the Identification step. Sometimes special forms can be set up to assist you in your data collection. (i.e. EMTs can have a special form to be filled out if they encounter a burn injury). Changes in your data can measure if your program is, or is not, being successful.

Pre- and Post Tests

Pretests and post-tests are a common way of measuring change. These are usually in the form of multiple choice questions that are given before the program and then again at the end. The results of the pretest give you a baseline of knowledge as well as let you know where you need to go with your program. Results of the post-test should show the increase in knowledge. An important aspect of pretests and post-tests is how you word them. You might want to include action oriented questions rather than only knowledge based questions. An example of the difference is: "has someone in your family tested your smoke detectors in the last month?" (action) or "how often should smoke detectors be tested?" (knowledge.) These tests should not contain trick questions. The goal is to measure knowledge. You may rearrange the order of the questions, if you like.

Essays

Another tool for evaluating your program can be to ask the classroom teacher to have the students do an essay a few days after you have finished the program. For younger students, the teacher might also lead a class discussion on what they remember about your visit. This will show what the students remember most about your program and help you to mold it to better meet their needs in the future.

Lessons Put to Use - or "Saves"

One other important aspect of evaluating your program is to document your 'saves', no matter how trivial they may seem at the time. It is important to document and to acknowledge when a child actually uses the life safety information you have. The more positive impact you can show, the better it is for your program .

EVALUATION (CONTINUED)

Without some kind of evaluation component in place it will be difficult to realize if your program is really working. Our goal is to change the public's behavior, not merely increase their knowledge. We cannot presume that just because we have imparted knowledge to the students that they will adopt a better attitude toward life safety. Shriners Burn Institute recently asked a number of middle school age patients why they had not performed stop, drop and roll. The response was "there was not enough room." This evaluation tells us we have successfully taught the concept of Stop, Drop and Roll, but that we have not taught confined space clothing extinguishment. We usually teach it in a large, open area. Through proper evaluation, we can show that there has been a positive increase in knowledge and awareness toward life safety.

THE PRESENTER AND THE CONTENT

Evaluating the presenter of the program is another important part of the evaluation process. By providing up evaluation forms to be filled out by the students and classroom teacher, the presenter can find out their strengths and weaknesses. This will allow the presenter to improve their presentation. Be sure to include questions about your presentation style, communication skills and mannerisms. These surveys can have questions requiring simple yes-no answers, or answers on a scale of 1-5. The best type of evaluations however, will elicit a more detailed response. An example would be: "was the instructor prepared for the class? (yes or no)" Or perhaps: "on a scale of 1-5, 1 being excellent and 5 being poor, was the instructor prepared for class?" For example, "Did the instructor answer all of your questions? If not, what is your question? " or "In what ways do you feel better able to handle an emergency?"

You can use these same evaluation tools for the content of the lesson. Ask the teachers about the age-appropriateness of the material, the vocabulary, the activities (too much, too little, too young, too old.) Just as you asked the professional educators for advice at the planning stage, elicit their input in the evaluation stage. The evaluation process is not just the last part of your program; it is the basis for the identification process in the design of your next program.

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345-004	ALARMS	UNDERSTANDING **SMOKE DETECTORS / ALARMS**
560-005	ALARMS	UNDERSTANDING **SMOKE DETECTORS / ALARMS**
678-007	ALARMS	UNDERSTANDING **SMOKE DETECTORS / ALARMS**
890-010	ALARMS	INSTALLING AND MAINTAINING **SMOKE DETECTORS / ALARMS**
1012-011	ALARMS	INSTALLING AND MAINTAINING **SMOKE DETECTORS / ALARMS**
890-016	ARSON	UNDERSTANDING **ARSON AND FALSE ALARMS**
1012-018	ARSON	UNDERSTANDING **ARSON AND FALSE ALARMS**
890-019	BABYSITTING	UNDERSTANDING AND PRACTICING SAFETY WHEN **BABYSITTING**
1012-021	BABYSITTING	UNDERSTANDING AND PRACTICING **SAFETY WHEN BABYSITTING**
345-001	BURNS	UNDERSTANDING AND PRACTICING **MATCH & LIGHTER SAFETY** (FIRETOOLS)
345-002	BURNS	UNDERSTANDING AND PRACTICING **STOP, DROP AND ROLL**
345-009	BURNS	STAY AWAY FROM **HOT THINGS IN THE HOME**
345-010	BURNS	UNDERSTANDING AND PRACTICING **FIRST-AID FOR BURNS**
345-015	BURNS	CELEBRATING **BIRTHDAYS** SAFELY
560-003	BURNS	UNDERSTANDING AND PRACTICING **MATCH & LIGHTER SAFETY** (FIRETOOLS)
560-004	BURNS	UNDERSTANDING AND PRACTICING **STOP, DROP AND ROLL**
560-014	BURNS	UNDERSTANDING AND PRACTICING **FIRST-AID FOR BURNS**
678-004	BURNS	UNDERSTANDING AND PRACTICING **MATCH & LIGHTER SAFETY** (FIRETOOLS)
678-005	BURNS	UNDERSTANDING AND PRACTICING **STOP, DROP AND ROLL**
678-016	BURNS	UNDERSTANDING AND PRACTICING **FIRST- AID FOR BURNS**
890-003	BURNS	UNDERSTANDING AND PRACTICING **MATCH & LIGHTER SAFETY** (FIRETOOLS)
890-004	BURNS	UNDERSTANDING AND PRACTICING **STOP, DROP AND ROLL**
890-020	BURNS	UNDERSTANDING AND PRACTICING **FIRST-AID FOR BURNS**
1012-003	BURNS	UNDERSTANDING AND PRACTICING **MATCH AND LIGHTER SAFETY**
1012-004	BURNS	UNDERSTANDING AND PRACTICING **STOP, DROP AND ROLL**
1012-010	BURNS	UNDERSTANDING AND PRACTICING **FIRST-AID FOR BURNS**
345-006	COMMUNITY SERVICE	RECOGNIZE THE FIREFIGHTER AS A **COMMUNITY HELPER**
345-013	COMMUNITY SERVICE	UNDERSTANDING **YOUR PERSONAL AND COMMUNITY ROLE IN SAFETY**
560-001	COMMUNITY SERVICE	RECOGNIZE THE FIREFIGHTER AS A **COMMUNITY HELPER**

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560-021	COMMUNITY SERVICE	UNDERSTANDING **DISABILITIES AND SAFETY**
560-022	COMMUNITY SERVICE	UNDERSTANDING **YOUR PERSONAL AND**
678-001	COMMUNITY SERVICE	RECOGNIZE THE FIREFIGHTER AS A **COMMUNITY HELPER**
678-019	COMMUNITY SERVICE	UNDERSTANDING **CULTURAL FIRE SAFETY** ISSUES
678-028	COMMUNITY SERVICE	UNDERSTANDING **DISABILITIES AND SAFETY**
678-029	COMMUNITY SERVICE	UNDERSTANDING **YOUR PERSONAL ROLE IN SAFETY**
890-024	COMMUNITY SERVICE	UNDERSTANDING **CULTURAL FIRE SAFETY ISSUES**
890-033	COMMUNITY SERVICE	UNDERSTANDING **DISABILITIES AND SAFETY**
890-034	COMMUNITY SERVICE	UNDERSTANDING **YOUR PERSONAL AND COMMUNITY ROLE IN SAFETY**
1012-024	COMMUNITY SERVICE	UNDERSTANDING **CULTURAL FIRE SAFETY ISSUES**
1012-035	COMMUNITY SERVICE	UNDERSTANDING **YOUR PERSONAL AND COMMUNITY ROLE IN SAFETY**
1012-036	COMMUNITY SERVICE	UNDERSTANDING **DISABILITIES AND SAFETY**
678-014	COOKING	UNDERSTANDING AND PRACTICING **COOKING SAFETY**
890-006	COOKING	UNDERSTANDING AND PRACTICING **COOKING SAFETY**
1012-006	COOKING	UNDERSTANDING AND PRACTICING **COOKING SAFETY**
560-012	COOKING SAFETY	UNDERSTANDING AND PRACTICING **KITCHEN SAFETY**
890-022	DRUGS	UNDERSTANDING SAFETY WITH **DRUGS & ALCOHOL**
890-037	DRUGS	UNDERSTANDING SAFETY AND CONSEQUENCES OF **TOBACCO USE**
1012-019	DRUGS	UNDERSTANDING SAFETY WITH **DRUGS & ALCOHOL**
1012-038	DRUGS	UNDERSTANDING SAFETY AND CONSEQUENCES OF **TOBACCO USE**
560-013	ELECTRICITY	UNDERSTANDING AND PRACTICING **ELECTRICAL SAFETY**
678-015	ELECTRICITY	UNDERSTANDING AND PRACTICING **ELECTRICAL SAFETY**
890-007	ELECTRICITY	UNDERSTANDING AND PRACTICING **ELECTRICAL SAFETY**
1012-007	ELECTRICITY	UNDERSTANDING AND PRACTICING **ELECTRICAL SAFETY**
345-007	EMERGENCIES	REPORTING **FIRES AND OTHER EMERGENCIES**
560-008	EMERGENCIES	REPORTING **FIRES AND OTHER EMERGENCIES**
678-012	EMERGENCIES	REPORTING **FIRES AND OTHER EMERGENCIES**
890-015	EMERGENCIES	REPORTING **FIRES AND OTHER EMERGENCIES**
1012-017	EMERGENCIES	REPORTING **FIRES AND OTHER EMERGENCIES**

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345-003	ESCAPE	UNDERSTANDING AND PRACTICING **CRAWL LOW IN SMOKE**
345-005	ESCAPE	UNDERSTANDING AND PRACTICING **ESCAPE PLANS**
345-008	ESCAPE	RESPONDING CORRECTLY TO **FIRE & EMERGENCY DRILLS**
560-006	ESCAPE	UNDERSTANDING AND PRACTICING **ESCAPE PLANS**
560-007	ESCAPE	UNDERSTANDING AND PRACTICING **CRAWL LOW UNDER SMOKE**
560-010	ESCAPE	RESPONDING CORRECTLY TO **FIRE & EMERGENCY DRILLS**
678-008	ESCAPE	UNDERSTANDING AND PRACTICING **ESCAPE PLANS**
678-009	ESCAPE	UNDERSTANDING AND PRACTICING **CRAWL LOW UNDER SMOKE**
678-011	ESCAPE	RESPONDING CORRECTLY TO **FIRE & EMERGENCY DRILLS**
890-012	ESCAPE	UNDERSTANDING AND PRACTICING **CRAWL LOW UNDER SMOKE**
890-014	ESCAPE	RESPONDING CORRECTLY TO **FIRE & EMERGENCY DRILLS**
1012-013	ESCAPE	UNDERSTANDING AND PRACTICING **ESCAPE PLANS**
1012-014	ESCAPE	UNDERSTANDING AND PRACTICING **CRAWL LOW UNDER SMOKE**
1012-016	ESCAPE	RESPONDING CORRECTLY TO **FIRE & EMERGENCY DRILLS**
345-011	EXITS	IDENTIFYING **EXIT SIGNS &** KNOWING **TWO WAYS OUT** OF PUBLIC PLACES
560-009	EXITS	DENTIFYING **EXIT SIGNS &** KNOWING **TWO WAYS OUT** OF PUBLIC PLACES
678-010	EXITS	DENTIFYING **EXIT SIGNS &** KNOWING **TWO WAYS OUT** OF PUBLIC PLACES
890-013	EXITS	DENTIFYING **EXIT SIGNS &** KNOWING **TWO WAYS OUT** OF PUBLIC PLACES
1012-015	EXITS	DENTIFYING **EXIT SIGNS &** KNOWING **TWO WAYS OUT** OF PUBLIC PLACES
890-017	FIREWORKS	UNDERSTANDING AND PRACTICING SAFETY AROUND **EXPLOSIVES AND**
1012-031	FIREWORKS	UNDERSTANDING AND PRACTICING SAFETY AROUND **EXPLOSIVES AND**
1012-020	FIRST-AID	UNDERSTANDING AND PRACTICING **FIRST-AID FOR CHOKING**
345-000	GENERAL FIRE SAFETY	**GENERAL FIRE SAFETY AT PRE SCHOOL LEVEL**
560-000	GENERAL **FIRE** SAFETY	**GENERAL FIRE SAFETY AT KINDERGARTEN LEVEL**
560-002	GENERAL **FIRE** SAFETY	UNDERSTANDING " **WHAT IS FIRE** "
560-011	GENERAL **FIRE** SAFETY	UNDERSTANDING **SAFETY WORDS**
678-000	GENERAL **FIRE** SAFETY	**GENERAL FIRE SAFETY AT FIRST AND SECOND GRADE LEVEL**
678-002	GENERAL **FIRE** SAFETY	UNDERSTANDING **SAFETY WORDS**
678-003	GENERAL **FIRE** SAFETY	UNDERSTANDING " **WHAT IS FIRE ?** "

INDEX OF RESOURCES BY BEHAVIOR REFERENCE

REFER #	SAFETY CATEGORY	BEHAVIOR DESCRIPTION
678-006	GENERAL **FIRE** SAFETY	PRACTICING FIRE SAFETY AROUND **HEATING SOURCES**
678-013	GENERAL **FIRE** SAFETY	PARTICIPATING IN **HOME HAZARD INSPECTIONS**
890-000	GENERAL **FIRE** SAFETY	**GENERAL FIRE SAFETY AT THIRD AND FOUFTH GRADE LEVEL**
890-001	GENERAL **FIRE** SAFETY	UNDERSTANDING **SAFETY WORDS**
890-002	GENERAL **FIRE** SAFETY	UNDERSTANDING " **WHAT IS FIRE ?** "
890-005	GENERAL **FIRE** SAFETY	PARTICIPATING IN **HOME HAZARD INSPECTIONS**
890-008	GENERAL **FIRE** SAFETY	PRACTICING FIRE SAFETY WITH **FLAMMABLE LIQUIDS**
890-009	GENERAL **FIRE** SAFETY	PRACTICING FIRE SAFETY AROUND **HEATING SOURCES**
1012-000	GENERAL **FIRE** SAFETY	**GENERAL FIRE SAFETY AT FIFTH AND SIXTH GRADE LEVEL**
1012-001	GENERAL **FIRE** SAFETY	UNDERSTANDING **SAFETY WORDS**
1012-002	GENERAL **FIRE** SAFETY	UNDERSTANDING " **WHAT IS FIRE ?** "
1012-005	GENERAL **FIRE** SAFETY	PARTICIPATING IN **HOME HAZARD INSPECTIONS**
1012-008	GENERAL **FIRE** SAFETY	PRACTICING FIRE SAFETY WITH **FLAMMABLE LIQUIDS**
1012-009	GENERAL **FIRE** SAFETY	PRACTICING **FIRE SAFETY AROUND HEATING SOURCES**
000-000	GENERAL SAFETY	**HEALTH & SAFETY** LESSONS NOT OTHERWISE ASSIGNED A BEHAVIOR
890-026	HOLIDAY SAFELY	CELEBRATING **HALLOWEEN** SAFELY
560-017	HOLIDAY SAFETY	CELEBRATING **HALLOWEEN** SAFELY
560-018	HOLIDAY SAFETY	CELEBRATING **WINTER HOLIDAYS** SAFELY
560-020	HOLIDAY SAFETY	CELEBRATING **BIRTHDAYS** SAFELY
678-020	HOLIDAY SAFETY	CELEBRATING **BIRTHDAYS** SAFELY
678-021	HOLIDAY SAFETY	CELEBRATING **HALLOWEEN** SAFELY
678-022	HOLIDAY SAFETY	CELEBRATING **WINTER HOLIDAYS** SAFELY
678-024	HOLIDAY SAFETY	CELEBRATING **INDEPENDENCE DAY** SAFELY
890-025	HOLIDAY SAFETY	CELEBRATING **BIRTHDAYS** SAFELY
890-027	HOLIDAY SAFETY	CELEBRATING **THANKSGIVING** SAFELY
890-028	HOLIDAY SAFETY	CELEBRATING **WINTER HOLIDAYS** SAFELY
890-029	HOLIDAY SAFETY	CELEBRATING **NEW YEAR'S** SAFELY
1012-025	HOLIDAY SAFETY	CELEBRATING **BIRTHDAYS** SAFELY
1012-026	HOLIDAY SAFETY	CELEBRATING **HALLOWEEN** SAFELY

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REFER #	SAFETY CATEGORY	BEHAVIOR DESCRIPTION
1012-027	HOLIDAY SAFETY	CELEBRATING **WINTER HOLIDAYS SAFELY**
1012-028	HOLIDAY SAFETY	CELEBRATING **THANKSGIVING** SAFELY
1012-030	HOLIDAY SAFETY	CELEBRATING **NEW YEAR'S** SAFELY
890-018	HOME SAFETY	PRACTICING SAFETY WHEN **HOME ALONE**
345-016	OUTDOOR SAFETY	UNDERSTANDING AND PRACTICING **WATER SAFETY**
345-017	OUTDOOR SAFETY	UNDERSTANDING AND PRACTICING **ICE SAFETY**
560-019	OUTDOOR SAFETY	UNDERSTANDING **SNOW RECREATION** SAFETY
560-023	OUTDOOR SAFETY	UNDERSTANDING AND PRACTICING **ICE SAFETY**
560-024	OUTDOOR SAFETY	UNDERSTANDING AND PRACTICING **WATER SAFETY**
678-023	OUTDOOR SAFETY	UNDERSTANDING **SNOW RECREATION** SAFETY
678-025	OUTDOOR SAFETY	UNDERSTANDING **WATER SAFETY**
678-026	OUTDOOR SAFETY	UNDERSTANDING **CAMPING AND HIKING SAFETY**
678-030	OUTDOOR SAFETY	UNDERSTANDING AND PRACTICING **ICE SAFETY**
890-030	OUTDOOR SAFETY	UNDERSTANDING **WATER SAFETY**
890-031	OUTDOOR SAFETY	UNDERSTANDING **CAMPING AND HIKING SAFETY**
890-035	OUTDOOR SAFETY	UNDERSTANDING **SNOW RECREATION** SAFETY
890-036	OUTDOOR SAFETY	UNDERSTANDING AND PRACTICING **ICE SAFETY**
1012-029	OUTDOOR SAFETY	UNDERSTANDING **SNOW RECREATION SAFETY**
1012-032	OUTDOOR SAFETY	UNDERSTANDING AND PRACTICING **WATER** SAFETY
1012-033	OUTDOOR SAFETY	UNDERSTANDING **CAMPING AND HIKING** SAFETY
1012-037	OUTDOOR SAFETY	UNDERSTANDING AND PRACTICING **ICE SAFETY**
345-014	POISON	UNDERSTANDING AND PRACTICING **POISON PREVENTION & TOBACCO**
560-016	POISON	UNDERSTANDING AND PRACTICING **POISON PREVENTION & TOBACCO**
678-018	POISON	UNDERSTANDING AND PRACTICING **POISON PREVENTION**
890-023	POISON	UNDERSTANDING AND PRACTICING **POISON PREVENTION**
1012-023	POISON	UNDERSTANDING AND PRACTICING **POISON PREVENTION**
1012-012	POISONS	UNDERSTANDING **CARBON MONOXIDE**
678-027	STORMS	UNDERSTANDING AND SURVIVING **SEVERE STORMS**
890-032	STORMS	UNDERSTANDING AND SURVIVING **SEVERE STORMS**

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REFER #	SAFETY CATEGORY	BEHAVIOR DESCRIPTION
1012-034	STORMS	UNDERSTANDING AND SURVIVING **SEVERE STORMS**
345-012	TRANSPORTATION	UNDERSTANDING **TRANSPORTATION SAFETY** (BUS SAFETY)
560-015	TRANSPORTATION	UNDERSTANDING **TRANSPORTATION SAFETY** (BUS & SEAT BELT SAFETY)
678-017	TRANSPORTATION	UNDERSTANDING **TRANSPORTATION SAFETY** (BUS, SEAT BELT & BICYCLE)
890-021	TRANSPORTATION	UNDERSTANDING **TRANSPORTATION SAFETY** (BUS, SEAT BELT & BICYCLE)
1012-022	TRANSPORTATION	UNDERSTANDING **TRANSPORTATION SAFETY** (BUS, SEAT BELT & BICYCLE)
1012-039	USING FIRE	UNDERSTANDING AND PRACTICING **CANDLE SAFETY**

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REFER #	SAFETY CATEGORY	BEHAVIOR DESCRIPTION
000-000	GENERAL SAFETY	**HEALTH & SAFETY** LESSONS NOT OTHERWISE ASSIGNED A BEHAVIOR
345-000	GENERAL FIRE SAFETY	**GENERAL FIRE SAFETY AT PRE SCHOOL LEVEL**
345-001	BURNS	UNDERSTANDING AND PRACTICING **MATCH & LIGHTER SAFETY** (FIRETOOLS)
345-002	BURNS	UNDERSTANDING AND PRACTICING **STOP, DROP AND ROLL**
345-003	ESCAPE	UNDERSTANDING AND PRACTICING **CRAWL LOW IN SMOKE**
345-004	ALARMS	UNDERSTANDING **SMOKE DETECTORS / ALARMS**
345-005	ESCAPE	UNDERSTANDING AND PRACTICING **ESCAPE PLANS**
345-006	COMMUNITY SERVICE	RECOGNIZE THE FIREFIGHTER AS A **COMMUNITY HELPER**
345-007	EMERGENCIES	REPORTING **FIRES AND OTHER EMERGENCIES**
345-008	ESCAPE	RESPONDING CORRECTLY TO **FIRE & EMERGENCY DRILLS**
345-009	BURNS	STAY AWAY FROM **HOT THINGS IN THE HOME**
345-010	BURNS	UNDERSTANDING AND PRACTICING **FIRST-AID FOR BURNS**
345-011	EXITS	IDENTIFYING **EXIT SIGNS &** KNOWING **TWO WAYS OUT** OF PUBLIC PLACES
345-012	TRANSPORTATION	UNDERSTANDING **TRANSPORTATION SAFETY** (BUS SAFETY)
345-013	COMMUNITY SERVICE	UNDERSTANDING **YOUR PERSONAL AND COMMUNITY ROLE IN SAFETY**
345-014	POISON	UNDERSTANDING AND PRACTICING **POISON PREVENTION & TOBACCO**
345-015	BURNS	CELEBRATING **BIRTHDAYS** SAFELY
345-016	OUTDOOR SAFETY	UNDERSTANDING AND PRACTICING **WATER SAFETY**
345-017	OUTDOOR SAFETY	UNDERSTANDING AND PRACTICING **ICE SAFETY**
560-000	GENERAL **FIRE** SAFETY	**GENERAL FIRE SAFETY AT KINDERGARTEN LEVEL**
560-001	COMMUNITY SERVICE	RECOGNIZE THE FIREFIGHTER AS A **COMMUNITY HELPER**
560-002	GENERAL **FIRE** SAFETY	UNDERSTANDING " **WHAT IS FIRE** "
560-003	BURNS	UNDERSTANDING AND PRACTICING **MATCH & LIGHTER SAFETY** (FIRETOOLS)
560-004	BURNS	UNDERSTANDING AND PRACTICING **STOP, DROP AND ROLL**
560-005	ALARMS	UNDERSTANDING **SMOKE DETECTORS / ALARMS**
560-006	ESCAPE	UNDERSTANDING AND PRACTICING **ESCAPE PLANS**
560-007	ESCAPE	UNDERSTANDING AND PRACTICING **CRAWL LOW UNDER SMOKE**
560-008	EMERGENCIES	REPORTING **FIRES AND OTHER EMERGENCIES**
560-009	EXITS	DENTIFYING **EXIT SIGNS &** KNOWING **TWO WAYS OUT** OF PUBLIC PLACES

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REFER #	SAFETY CATEGORY	BEHAVIOR DESCRIPTION
560-010	ESCAPE	RESPONDING CORRECTLY TO **FIRE & EMERGENCY DRILLS**
560-011	GENERAL **FIRE** SAFETY	UNDERSTANDING **SAFETY WORDS**
560-012	COOKING SAFETY	UNDERSTANDING AND PRACTICING **KITCHEN SAFETY**
560-013	ELECTRICITY	UNDERSTANDING AND PRACTICING **ELECTRICAL SAFETY**
560-014	BURNS	UNDERSTANDING AND PRACTICING **FIRST-AID FOR BURNS**
560-015	TRANSPORTATION	UNDERSTANDING **TRANSPORTATION SAFETY** (BUS & SEAT BELT SAFETY)
560-016	POISON	UNDERSTANDING AND PRACTICING **POISON PREVENTION & TOBACCO**
560-017	HOLIDAY SAFETY	CELEBRATING **HALLOWEEN** SAFELY
560-018	HOLIDAY SAFETY	CELEBRATING **WINTER HOLIDAYS** SAFELY
560-019	OUTDOOR SAFETY	UNDERSTANDING **SNOW RECREATION** SAFETY
560-020	HOLIDAY SAFETY	CELEBRATING **BIRTHDAYS** SAFELY
560-021	COMMUNITY SERVICE	UNDERSTANDING **DISABILITIES AND SAFETY**
560-022	COMMUNITY SERVICE	UNDERSTANDING **YOUR PERSONAL AND**
560-023	OUTDOOR SAFETY	UNDERSTANDING AND PRACTICING **ICE SAFETY**
560-024	OUTDOOR SAFETY	UNDERSTANDING AND PRACTICING **WATER SAFETY**
678-000	GENERAL **FIRE** SAFETY	**GENERAL FIRE SAFETY AT FIRST AND SECOND GRADE LEVEL**
678-001	COMMUNITY SERVICE	RECOGNIZE THE FIREFIGHTER AS A **COMMUNITY HELPER**
678-002	GENERAL **FIRE** SAFETY	UNDERSTANDING **SAFETY WORDS**
678-003	GENERAL **FIRE** SAFETY	UNDERSTANDING " **WHAT IS FIRE ?** "
678-004	BURNS	UNDERSTANDING AND PRACTICING **MATCH & LIGHTER SAFETY** (FIRETOOLS)
678-005	BURNS	UNDERSTANDING AND PRACTICING **STOP, DROP AND ROLL**
678-006	GENERAL **FIRE** SAFETY	PRACTICING FIRE SAFETY AROUND **HEATING SOURCES**
678-007	ALARMS	UNDERSTANDING **SMOKE DETECTORS / ALARMS**
678-008	ESCAPE	UNDERSTANDING AND PRACTICING **ESCAPE PLANS**
678-009	ESCAPE	UNDERSTANDING AND PRACTICING **CRAWL LOW UNDER SMOKE**
678-010	EXITS	DENTIFYING **EXIT SIGNS** & KNOWING **TWO WAYS OUT** OF PUBLIC PLACES
678-011	ESCAPE	RESPONDING CORRECTLY TO **FIRE & EMERGENCY DRILLS**
678-012	EMERGENCIES	REPORTING **FIRES AND OTHER EMERGENCIES**
678-013	GENERAL **FIRE** SAFETY	PARTICIPATING IN **HOME HAZARD INSPECTIONS**

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REFER #	SAFETY CATEGORY	BEHAVIOR DESCRIPTION
678-014	COOKING	UNDERSTANDING AND PRACTICING **COOKING SAFETY**
678-015	ELECTRICITY	UNDERSTANDING AND PRACTICING **ELECTRICAL SAFETY**
678-016	BURNS	UNDERSTANDING AND PRACTICING **FIRST- AID FOR BURNS**
678-017	TRANSPORTATION	UNDERSTANDING **TRANSPORTATION SAFETY** (BUS, SEAT BELT & BICYCLE)
678-018	POISON	UNDERSTANDING AND PRACTICING **POISON PREVENTION**
678-019	COMMUNITY SERVICE	UNDERSTANDING **CULTURAL FIRE SAFETY** ISSUES
678-020	HOLIDAY SAFETY	CELEBRATING **BIRTHDAYS** SAFELY
678-021	HOLIDAY SAFETY	CELEBRATING **HALLOWEEN** SAFELY
678-022	HOLIDAY SAFETY	CELEBRATING **WINTER HOLIDAYS** SAFELY
678-023	OUTDOOR SAFETY	UNDERSTANDING **SNOW RECREATION** SAFETY
678-024	HOLIDAY SAFETY	CELEBRATING **INDEPENDENCE DAY** SAFELY
678-025	OUTDOOR SAFETY	UNDERSTANDING **WATER SAFETY**
678-026	OUTDOOR SAFETY	UNDERSTANDING **CAMPING AND HIKING SAFETY**
678-027	STORMS	UNDERSTANDING AND SURVIVING **SEVERE STORMS**
678-028	COMMUNITY SERVICE	UNDERSTANDING **DISABILITIES AND SAFETY**
678-029	COMMUNITY SERVICE	UNDERSTANDING YOUR **PERSONAL ROLE IN SAFETY**
678-030	OUTDOOR SAFETY	UNDERSTANDING AND PRACTICING **ICE SAFETY**
890-000	GENERAL **FIRE** SAFETY	**GENERAL FIRE SAFETY AT THIRD AND FOUFTH GRADE LEVEL**
890-001	GENERAL **FIRE** SAFETY	UNDERSTANDING **SAFETY WORDS**
890-002	GENERAL **FIRE** SAFETY	UNDERSTANDING " **WHAT IS FIRE ?** "
890-003	BURNS	UNDERSTANDING AND PRACTICING **MATCH & LIGHTER SAFETY** (FIRETOOLS)
890-004	BURNS	UNDERSTANDING AND PRACTICING **STOP, DROP AND ROLL**
890-005	GENERAL **FIRE** SAFETY	PARTICIPATING IN **HOME HAZARD INSPECTIONS**
890-006	COOKING	UNDERSTANDING AND PRACTICING **COOKING SAFETY**
890-007	ELECTRICITY	UNDERSTANDING AND PRACTICING **ELECTRICAL SAFETY**
890-008	GENERAL **FIRE** SAFETY	PRACTICING FIRE SAFETY WITH **FLAMMABLE LIQUIDS**
890-009	GENERAL **FIRE** SAFETY	PRACTICING FIRE SAFETY AROUND **HEATING SOURCES**
890-010	ALARMS	INSTALLING AND MAINTAINING **SMOKE DETECTORS / ALARMS**
890-012	ESCAPE	UNDERSTANDING AND PRACTICING **CRAWL LOW UNDER SMOKE**

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REFER #	SAFETY CATEGORY	BEHAVIOR DESCRIPTION
890-013	EXITS	DENTIFYING **EXIT SIGNS &** KNOWING **TWO WAYS OUT** OF PUBLIC PLACES
890-014	ESCAPE	RESPONDING CORRECTLY TO **FIRE & EMERGENCY DRILLS**
890-015	EMERGENCIES	REPORTING **FIRES AND OTHER EMERGENCIES**
890-016	ARSON	UNDERSTANDING **ARSON AND FALSE ALARMS**
890-017	FIREWORKS	UNDERSTANDING AND PRACTICING SAFETY AROUND **EXPLOSIVES AND**
890-018	HOME SAFETY	PRACTICING SAFETY WHEN **HOME ALONE**
890-019	BABYSITTING	UNDERSTANDING AND PRACTICING SAFETY WHEN **BABYSITTING**
890-020	BURNS	UNDERSTANDING AND PRACTICING **FIRST-AID FOR BURNS**
890-021	TRANSPORTATION	UNDERSTANDING **TRANSPORTATION SAFETY** (BUS, SEAT BELT & BICYCLE)
890-022	DRUGS	UNDERSTANDING SAFETY WITH **DRUGS & ALCOHOL**
890-023	POISON	UNDERSTANDING AND PRACTICING **POISON PREVENTION**
890-024	COMMUNITY SERVICE	UNDERSTANDING **CULTURAL FIRE SAFETY ISSUES**
890-025	HOLIDAY SAFETY	CELEBRATING **BIRTHDAYS** SAFELY
890-026	HOLIDAY SAFELY	CELEBRATING **HALLOWEEN** SAFELY
890-027	HOLIDAY SAFETY	CELEBRATING **THANKSGIVING** SAFELY
890-028	HOLIDAY SAFETY	CELEBRATING **WINTER HOLIDAYS** SAFELY
890-029	HOLIDAY SAFETY	CELEBRATING **NEW YEAR'S** SAFELY
890-030	OUTDOOR SAFETY	UNDERSTANDING **WATER SAFETY**
890-031	OUTDOOR SAFETY	UNDERSTANDING **CAMPING AND HIKING SAFETY**
890-032	STORMS	UNDERSTANDING AND SURVIVING **SEVERE STORMS**
890-033	COMMUNITY SERVICE	UNDERSTANDING **DISABILITIES AND SAFETY**
890-034	COMMUNITY SERVICE	UNDERSTANDING **YOUR PERSONAL AND COMMUNITY ROLE IN SAFETY**
890-035	OUTDOOR SAFETY	UNDERSTANDING **SNOW RECREATION** SAFETY
890-036	OUTDOOR SAFETY	UNDERSTANDING AND PRACTICING **ICE SAFETY**
890-037	DRUGS	UNDERSTANDING SAFETY AND CONSEQUENCES OF **TOBACCO USE**
1012-000	GENERAL **FIRE** SAFETY	**GENERAL FIRE SAFETY AT FIFTH AND SIXTH GRADE LEVEL**
1012-001	GENERAL **FIRE** SAFETY	UNDERSTANDING **SAFETY WORDS**
1012-002	GENERAL **FIRE** SAFETY	UNDERSTANDING " **WHAT IS FIRE ?** "
1012-003	BURNS	UNDERSTANDING AND PRACTICING **MATCH AND LIGHTER SAFETY**

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1012-004	BURNS	UNDERSTANDING AND PRACTICING **STOP, DROP AND ROLL**
1012-005	GENERAL **FIRE** SAFETY	PARTICIPATING IN **HOME HAZARD INSPECTIONS**
1012-006	COOKING	UNDERSTANDING AND PRACTICING **COOKING SAFETY**
1012-007	ELECTRICITY	UNDERSTANDING AND PRACTICING **ELECTRICAL SAFETY**
1012-008	GENERAL **FIRE** SAFETY	PRACTICING FIRE SAFETY WITH **FLAMMABLE LIQUIDS**
1012-009	GENERAL **FIRE** SAFETY	PRACTICING **FIRE SAFETY AROUND HEATING SOURCES**
1012-010	BURNS	UNDERSTANDING AND PRACTICING **FIRST-AID FOR BURNS**
1012-011	ALARMS	INSTALLING AND MAINTAINING **SMOKE DETECTORS / ALARMS**
1012-012	POISONS	UNDERSTANDING **CARBON MONOXIDE**
1012-013	ESCAPE	UNDERSTANDING AND PRACTICING **ESCAPE PLANS**
1012-014	ESCAPE	UNDERSTANDING AND PRACTICING **CRAWL LOW UNDER SMOKE**
1012-015	EXITS	DENTIFYING **EXIT SIGNS &** KNOWING **TWO WAYS OUT** OF PUBLIC PLACES
1012-016	ESCAPE	RESPONDING CORRECTLY TO **FIRE & EMERGENCY DRILLS**
1012-017	EMERGENCIES	REPORTING **FIRES AND OTHER EMERGENCIES**
1012-018	ARSON	UNDERSTANDING **ARSON AND FALSE ALARMS**
1012-019	DRUGS	UNDERSTANDING SAFETY WITH **DRUGS & ALCOHOL**
1012-020	FIRST-AID	UNDERSTANDING AND PRACTICING **FIRST-AID FOR CHOKING**
1012-021	BABYSITTING	UNDERSTANDING AND PRACTICING **SAFETY WHEN BABYSITTING**
1012-022	TRANSPORTATION	UNDERSTANDING **TRANSPORTATION SAFETY** (BUS, SEAT BELT & BICYCLE)
1012-023	POISON	UNDERSTANDING AND PRACTICING **POISON PREVENTION**
1012-024	COMMUNITY SERVICE	UNDERSTANDING **CULTURAL FIRE SAFETY ISSUES**
1012-025	HOLIDAY SAFETY	CELEBRATING **BIRTHDAYS** SAFELY
1012-026	HOLIDAY SAFETY	CELEBRATING **HALLOWEEN** SAFELY
1012-027	HOLIDAY SAFETY	CELEBRATING **WINTER HOLIDAYS SAFELY**
1012-028	HOLIDAY SAFETY	CELEBRATING **THANKSGIVING** SAFELY
1012-029	OUTDOOR SAFETY	UNDERSTANDING **SNOW RECREATION SAFETY**
1012-030	HOLIDAY SAFETY	CELEBRATING **NEW YEAR'S** SAFELY
1012-031	FIREWORKS	UNDERSTANDING AND PRACTICING SAFETY AROUND **EXPLOSIVES AND**
1012-032	OUTDOOR SAFETY	UNDERSTANDING AND PRACTICING **WATER** SAFETY

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REFER #	SAFETY CATEGORY	BEHAVIOR DESCRIPTION
1012-033	OUTDOOR SAFETY	UNDERSTANDING **CAMPING AND HIKING** SAFETY
1012-034	STORMS	UNDERSTANDING AND SURVIVING **SEVERE STORMS**
1012-035	COMMUNITY SERVICE	UNDERSTANDING **YOUR PERSONAL AND COMMUNITY ROLE IN SAFETY**
1012-036	COMMUNITY SERVICE	UNDERSTANDING **DISABILITIES AND SAFETY**
1012-037	OUTDOOR SAFETY	UNDERSTANDING AND PRACTICING **ICE SAFETY**
1012-038	DRUGS	UNDERSTANDING SAFETY AND CONSEQUENCES OF **TOBACCO USE**
1012-039	USING FIRE	UNDERSTANDING AND PRACTICING **CANDLE SAFETY**

CURRICULUM

USING A HOME ESCAPE PLAN
LESSON TITLE
LEARN NOT TO BURN®
PROGRAM NAME

NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101

TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org 46

CURRICULUM

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TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org 46

WORKBOOK

HOME ESCAPE PLAN
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 77

WORKBOOK

HOTEL/MOTEL SAFETY
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 79

PROGRAM

FIRE PREVENTION
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 205

BROCHURE

LESSON TITLE
EXIT DRILLS
PROGRAM NAME

DPH INJURY PREVENTION & CONTROL PROGRAM
250 WASHINGTON ST. - 4TH FLOOR
BOSTON, MA 02108-4619

TELEPHONE: (617)624-5428 FACIMILE:
WEB SITE: 305

BROCHURE

ESCAPE PLANS
LESSON TITLE
MOM HELP ME/HOME INSPECTION
PROGRAM NAME

TILLER & FRIENDS
BOX 656
PHOENIX, AZ 85001

TELEPHONE: (800)845-5372 FACIMILE:
WEB SITE: 372

ESCAPE PLANS
LESSON TITLE
McDONALD'S FIRE SAFETY ACTIVITY BOOK
PROGRAM NAME

McDONALD'S CORPORATION
P.O. BOX 66070
CHICAGO, IL 66070

TELEPHONE: FACIMILE:
WEB SITE: 406

ALARMS

CASSETTE

345-004
ALARMS

A SMOKE DETECTOR WARNS ABOUT SMOKE OR FIRE
LESSON TITLE

SESAME STREET FIRE SAFETY STATION
PROGRAM NAME

U. S. FIRE ADMINISTRATION
16825 SOUTH SETON AVE.
EMMITSBURG, MD. 21727

TELEPHONE: 1-800-238-3358 FACIMILE:
WEB SITE: www.fema.gov

PROGRAM

345-004
ALARMS

PLAY SAFE BE SAFE
LESSON TITLE

PLAY SAFE BE SAFE
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:

PROGRAM

560-005
ALARMS

PLAY SAFE BE SAFE
LESSON TITLE

PLAY SAFE BE SAFE
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:

CURRICULUM

345-004
ALARMS

KNOW THE SOUND OF A SMOKE DETECTOR/ALARM.
LESSON TITLE

LEARN NOT TO BURN®
PROGRAM NAME

NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101

TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org 16

CURRICULUM

678-007
ALARMS

INSTALLING AND MAINTAINING SMOKE DETECTORS/ALARMS
LESSON TITLE

LEARN NOT TO BURN®
PROGRAM NAME

NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101

TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org 24

WORKBOOK

560-005
ALARMS

SMOKE DETECTORS
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 53

WORKBOOK

678-007
ALARMS

FOUR SMOKE DETECTORS
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 67

WORKBOOK

890-010
ALARMS

SMOKE DETECTORS & FIRE EXTINGUISHERS
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 90

ALARMS

PROGRAM
890-010
ALARMS
SAVED BY THE NOISE
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
200

PROGRAM
890-010
ALARMS
KEEP THOSE BATTERIES UP
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
201

PROGRAM
890-010
ALARMS
THE EDITORIAL
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
203

PROGRAM
890-010
ALARMS
FIRE AT MR. HOBBLE'S
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
204

PROGRAM
1012-011
ALARMS
KEEP THOSE BATTERIES UP
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
242

PROGRAM
1012-011
ALARMS
FIRE STORY
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
243

PROGRAM
1012-011
ALARMS
SMOKE ALARMS
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
244

BROCHURE
890-010
ALARMS
SMOKE DETECTORS
LESSON TITLE
IT'S A REAL PROTECTOR - IT'S A SMOKE
PROGRAM NAME
USFA
BOX 70274
WASHINGTON, D.C. 20024
TELEPHONE: (202)646-2650 FACIMILE:
WEB SITE:
329

ALARMS

VIDEO

1012-011
ALARMS

DETECTORS
LESSON TITLE

HOME FIRE SAFETY
PROGRAM NAME

USFA
BOX 70274
WASHINGTON, D.C. 20024

TELEPHONE: (202)646-2650 FACIMILE:
WEB SITE:
348

678-007
ALARMS

SMOKE DETECTORS
LESSON TITLE

JUNIOR FIRE INSPECTOR
PROGRAM NAME

BRK BRANDS
3901 LIBERTY STREET
AURORA, IL 60504

TELEPHONE: (800)323-9005 FACIMILE:
WEB SITE:
409

PROGRAM

1012-018
ARSON

OUT OF TROUBLE
LESSON TITLE

FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
249

PROGRAM

1012-021
BABYSITTING

INTERVIEWING
LESSON TITLE

FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
251

BROCHURE

890-010
ALARMS

SMOKE DETECTORS
LESSON TITLE

MOM HELP ME/HOME INSPECTION
PROGRAM NAME

TILLER & FRIENDS
BOX 656
PHOENIX, AZ 85001

TELEPHONE: (800)845-5372 FACIMILE:
WEB SITE:
374

WORKBOOK

890-016
ARSON

ARSON
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE:
91

1012-018
ARSON

ARSON
LESSON TITLE

CURIOUS KIDS SET FIRES
PROGRAM NAME

FEMA
P.O. BOX 8181
WASHINGTON, D.C. 20024

TELEPHONE: (202)646-2650 FACIMILE:
WEB SITE:
435

BROCHURE

1012-021
BABYSITTING

BABYSITTING
LESSON TITLE

SAFE ON MY OWN
PROGRAM NAME

AMERICAN RED CROSS
100 MACK AVENUE - BOX 33351
DETROIT, MI 48232-5351

TELEPHONE: (313)833-0602 FACIMILE:
WEB SITE: www.redcross.org
256

BURNS

CASSETTE

345-010
BURNS

HOT THINGS BURN
LESSON TITLE

SESAME STREET FIRE SAFETY STATION
PROGRAM NAME

U. S. FIRE ADMINISTRATION
16825 SOUTH SETON AVE.
EMMITSBURG, MD. 21727

TELEPHONE: 1-800-238-3358 FACIMILE:
WEB SITE: www.fema.gov

CASSETTE

345-010
BURNS

PUT A BURN IN COLD WATER
LESSON TITLE

SESAME STREET FIRE SAFETY STATION
PROGRAM NAME

U. S. FIRE ADMINISTRATION
16825 SOUTH SETON AVE.
EMMITSBURG, MD. 21727

TELEPHONE: 1-800-238-3358 FACIMILE:
WEB SITE: www.fema.gov

CASSETTE

345-001
BURNS

MATCHES AND LIGHTERS ARE FOR GROWN-UPS
LESSON TITLE

SESAME STREET FIRE SAFETY STATION
PROGRAM NAME

U. S. FIRE ADMINISTRATION
16825 SOUTH SETON AVE.
EMMITSBURG, MD. 21727

TELEPHONE: 1-800-238-3358 FACIMILE:
WEB SITE: www.fema.gov

CASSETTE

345-002
BURNS

IF YOUR CLOTHES CATCH FIRE, STOP, DROP & ROLL
LESSON TITLE

SESAME STREET FIRE SAFETY STATION
PROGRAM NAME

U. S. FIRE ADMINISTRATION
16825 SOUTH SETON AVE.
EMMITSBURG, MD. 21727

TELEPHONE: 1-800-238-3358 FACIMILE:
WEB SITE: www.fema.gov

PROGRAM

345-009
BURNS

PLAY SAFE BE SAFE
LESSON TITLE

PLAY SAFE BE SAFE
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:

PROGRAM

560-003
BURNS

PLAY SAFE BE SAFE
LESSON TITLE

PLAY SAFE BE SAFE
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:

PROGRAM

560-004
BURNS

PLAY SAFE BE SAFE
LESSON TITLE

PLAY SAFE BE SAFE
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:

CURRICULUM

560-004
BURNS

PERFORMING STOP, DROP AND ROLL
LESSON TITLE

LEARN NOT TO BURN®
PROGRAM NAME

NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101

TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org

BURNS

CURRICULUM 560-003 BURNS

PRACTICING MATCH AND LIGHTER SAFETY
LESSON TITLE

LEARN NOT TO BURN®
PROGRAM NAME

NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101

TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org 6

CURRICULUM 560-014 BURNS

PERFORMING COOL A BURN PROCEDURE
LESSON TITLE

LEARN NOT TO BURN®
PROGRAM NAME

NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101

TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org 10

CURRICULUM 345-009 BURNS

STAY AWAY FROM THINGS THAT CAN HURT.
LESSON TITLE

LEARN NOT TO BURN®
PROGRAM NAME

NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101

TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org 19

CURRICULUM 345-002 BURNS

STOP, DROP AND ROLL IF YOUR CLOTHES CATCH FIRE.
LESSON TITLE

LEARN NOT TO BURN®
PROGRAM NAME

NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101

TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org 20

CURRICULUM 345-001 BURNS

TELL A GROWN-UP WHEN YOU FIND MATCHES OR LIGHTERS.
LESSON TITLE

LEARN NOT TO BURN®
PROGRAM NAME

NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101

TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org 21

WORKBOOK 560-003 BURNS

NEVER TOUCH
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 51

WORKBOOK 560-004 BURNS

STOP, DROP AND ROLL
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 55

WORKBOOK 560-003 BURNS

TOOLS, NOT TOYS
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 57

BURNS

WORKBOOK
890-003
BURNS

MATCHES,CANDLES & LIGHTERS
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 81

WORKBOOK
1012-010
BURNS

BURN SAFETY
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 98

CURRICULUM / VIDEO
345-009
BURNS

"BE COOL"
LESSON TITLE

SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE: FACIMILE:
WEB SITE: www.statefarm.com 118

CURRICULUM / VIDEO
345-010
BURNS

THREE TO BURN
LESSON TITLE

SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE: FACIMILE:
WEB SITE: www.statefarm.com 119

PROGRAM
345-001
BURNS

THE MATCH SONG
LESSON TITLE

FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 142

PROGRAM
560-003
BURNS

MAMA DON'T LOW
LESSON TITLE

FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 148

PROGRAM
560-003
BURNS

HERE IS WHERE WE PUT THE LIGHTER
LESSON TITLE

FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 149

PROGRAM
890-003
BURNS

ON THE NEWS
LESSON TITLE

FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 176

BURNS

PROGRAM
890-003
BURNS
LOST MATCHES
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 178

PROGRAM
890-003
BURNS
THE TREE HOUSE
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 179

PROGRAM
890-003
BURNS
HOW STRONG YOU ARE
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 180

PROGRAM
890-003
BURNS
IT CAN'T HAPPEN TO ME
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 181

PROGRAM
890-003
BURNS
ALL ABOUT FIRES
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 183

PROGRAM
1012-003
BURNS
FIRE RAP
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 216

PROGRAM
1012-003
BURNS
HOME WITH DAD
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 220

PROGRAM
1012-003
BURNS
MY SISTER PLAYS WITH MATCHES
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 223

BURNS

BROCHURE
1012-004
BURNS
STOP, DROP & ROLL
LESSON TITLE
PROTECTING YOUR FAMILY FROM FIRE
PROGRAM NAME
USFA
BOX 70274
WASHINGTON, D.C. 20024
TELEPHONE: (202)646-2650 FACIMILE:
WEB SITE:
265

BROCHURE
890-003
BURNS
MATCH LIGHT
LESSON TITLE
BURN PREVENTION TIPS
PROGRAM NAME
INTERNATIONAL SHRINE HEADQUARTERS
2900 ROCKY POINT DRIVE
TAMPA, FL 33607
TELEPHONE: (813)281-0300 FACIMILE:
WEB SITE:
287

BROCHURE
890-004
BURNS
STOP, DROP & ROLL
LESSON TITLE
BURN PREVENTION TIPS
PROGRAM NAME
INTERNATIONAL SHRINE HEADQUARTERS
2900 ROCKY POINT DRIVE
TAMPA, FL 33607
TELEPHONE: (813)281-0300 FACIMILE:
WEB SITE:
289

BROCHURE
890-020
BURNS
BURNS
LESSON TITLE
BURN PREVENTION TIPS
PROGRAM NAME
INTERNATIONAL SHRINE HEADQUARTERS
2900 ROCKY POINT DRIVE
TAMPA, FL 33607
TELEPHONE: (813)281-0300 FACIMILE:
WEB SITE:
295

VIDEO
678-005
BURNS
STOP, DROP & ROLL
LESSON TITLE
TILLER & FRIENDS I & II VIDEO FOR KIDS
PROGRAM NAME
TILLER & FRIENDS
BOX 656
PHOENIX, AZ 85001
TELEPHONE: (800)845-5372 FACIMILE:
WEB SITE:
297

VIDEO
678-016
BURNS
BURNS
LESSON TITLE
TILLER & FRIENDS I & II VIDEO FOR KIDS
PROGRAM NAME
TILLER & FRIENDS
BOX 656
PHOENIX, AZ 85001
TELEPHONE: (800)845-5372 FACIMILE:
WEB SITE:
303

BROCHURE
1012-010
BURNS
BURNS
LESSON TITLE
SCALD SAFETY
PROGRAM NAME
DPH INJURY PREVENTION & CONTROL PROGRAM
250 WASHINGTON ST. - 4TH FLOOR
BOSTON, MA 02108-4619
TELEPHONE: (617)624-5428 FACIMILE:
WEB SITE:
319

VIDEO
1012-004
BURNS
STOP, DROP & ROLL
LESSON TITLE
HOME FIRE SAFETY
PROGRAM NAME
USFA
BOX 70274
WASHINGTON, D.C. 20024
TELEPHONE: (202)646-2650 FACIMILE:
WEB SITE:
346

BURNS

BROCHURE

560-003
BURNS

MATCHES
LESSON TITLE

WHAT'S HOT IN OUR HOUSE
PROGRAM NAME

USDH & HS; MATERNAL & CHILD HEALTH
J.F.K. BUILDING - ROOM 1826
BOSTON, MA 02203

TELEPHONE: (617)565-1433 FACIMILE:
WEB SITE: 364

BROCHURE

560-014
BURNS

BURNS
LESSON TITLE

WHAT'S HOT IN OUR HOUSE
PROGRAM NAME

USDH & HS; MATERNAL & CHILD HEALTH
J.F.K. BUILDING - ROOM 1826
BOSTON, MA 02203

TELEPHONE: (617)565-1433 FACIMILE:
WEB SITE: 368

GAME

560-003
BURNS

MATCHES / LIGHTERS
LESSON TITLE

SMOKEY ACTIVITY SHEETS
PROGRAM NAME

CONTACT LOCAL DIM PATROL OFFICER

TELEPHONE: FACIMILE:
WEB SITE: 393

WORKBOOK

890-020
BURNS

BURNS
LESSON TITLE

McDONALD'S FIRE SAFETY ACTIVITY BOOK
PROGRAM NAME

McDONALD'S CORPORATION
P.O. BOX 66070
CHICAGO, IL 66070

TELEPHONE: FACIMILE:
WEB SITE: 407

PROGRAM

678-004
BURNS

MATCHES / LIGHTERS
LESSON TITLE

JUNIOR FIRE INSPECTOR
PROGRAM NAME

BRK BRANDS
3901 LIBERTY STREET
AURORA, IL 60504

TELEPHONE: (800)323-9005 FACIMILE:
WEB SITE: 413

PROGRAM

345-001
BURNS

MATCHES / LIGHTERS
LESSON TITLE

CURIOUS KIDS SET FIRES
PROGRAM NAME

FEMA
P.O. BOX 8181
WASHINGTON, D.C. 20024

TELEPHONE: (202)646-2650 FACIMILE:
WEB SITE: 426

560-003
BURNS

MATCHES / LIGHTERS
LESSON TITLE

A MATCH IS A TOOL
PROGRAM NAME

SHRINERS
202 GOODMAN ST.
CINCINNATI, OH 45219

TELEPHONE: (513)751-3900 FACIMILE:
WEB SITE: 436

CASSETTE

345-006
COMMUNITY SERVICE

FIRE FIGHTERS & RESCUE PEOPLE PUT OUT FIRES
LESSON TITLE

SESAME STREET FIRE SAFETY STATION
PROGRAM NAME

U. S. FIRE ADMINISTRATION
16825 SOUTH SETON AVE.
EMMITSBURG, MD. 21727

TELEPHONE: 1-800-238-3358 FACIMILE:
WEB SITE: www.fema.gov

COMMUNITY SERVICE

PROGRAM
345-006
COMMUNITY SERVICE

PLAY SAFE BE SAFE
LESSON TITLE

PLAY SAFE BE SAFE
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:

PROGRAM
560-001
COMMUNITY SERVICE

PLAY SAFE BE SAFE
LESSON TITLE

PLAY SAFE BE SAFE
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:

CURRICULUM
560-001
COMMUNITY SERVICE

COMMUNITY HELPERS
LESSON TITLE

LEARN NOT TO BURN®
PROGRAM NAME

NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101

TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org 1

CURRICULUM
345-006
COMMUNITY SERVICE

RECOGNIZE THE FIRE FIGHTER AS A HELPER.
LESSON TITLE

LEARN NOT TO BURN®
PROGRAM NAME

NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101

TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org 18

WORKBOOK
560-001
COMMUNITY SERVICE

FRIENDLY FIRE FIGHTER
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 47

WORKBOOK
678-029
COMMUNITY SERVICE

ONLY ONE YOU
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 64

WORKBOOK
678-001
COMMUNITY SERVICE

NINE FIREFIGHTER'S TOOLS
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 72

CURRICULUM / VIDEO
345-006
COMMUNITY SERVICE

"FIRE FIGHTER FASHIONS"
LESSON TITLE

SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE: FACIMILE:
WEB SITE: www.statefarm.com 115

COMMUNITY SERVICE

BROCHURE
890-034
COMMUNITY SERVICE

PERSONAL ROLE IN SAFETY
LESSON TITLE

SAFE ON YOUR OWN
PROGRAM NAME

AMERICAN RED CROSS, S.E. MICH. CHAPTER
100 MACK AVE., BOX 33351
DETROIT, MI. 48232-5351

TELEPHONE: 313-833-0602 FACIMILE:
WEB SITE: www.redcross.org 136

BROCHURE
890-034
COMMUNITY SERVICE

ROLE IN SAFETY
LESSON TITLE

SAFE ON MY OWN
PROGRAM NAME

AMERICAN RED CROSS
100 MACK AVENUE - BOX 33351
DETROIT, MI 48232-5351

TELEPHONE: (313)833-0602 FACIMILE:
WEB SITE: www.redcross.org 253

890-034
COMMUNITY SERVICE

ROLE IN SAFETY
LESSON TITLE

JUNIOR FIRE INSPECTOR
PROGRAM NAME

BRK BRANDS
3901 LIBERTY STREET
AURORA, IL 60504

TELEPHONE: (800)323-9005 FACIMILE:
WEB SITE: 417

678-029
COMMUNITY SERVICE

PERSONAL ROLE
LESSON TITLE

CURIOUS KIDS SET FIRES
PROGRAM NAME

FEMA
P.O. BOX 8181
WASHINGTON, D.C. 20024

TELEPHONE: (202)646-2650 FACIMILE:
WEB SITE: 431

WORKBOOK
890-006
COOKING

KITCHEN SAFETY
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 76

WORKBOOK
1012-006
COOKING

KITCHEN FIRE SAFETY
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 94

PROGRAM
890-006
COOKING

OH MY CHILDREN
LESSON TITLE

FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 189

PROGRAM
890-006
COOKING

THE BARBECUE
LESSON TITLE

FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 190

COOKING

PROGRAM
890-006
COOKING
PUT IT AWAY
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
191

PROGRAM
890-006
COOKING
CAREFUL OF THE COALS
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
192

PROGRAM
1012-006
COOKING
ACTING IT OUT
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
232

PROGRAM
1012-006
COOKING
FIRE STORY
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
233

PROGRAM
1012-006
COOKING
THE ALIEN
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
234

BROCHURE
1012-006
COOKING
COOKING
LESSON TITLE
BURN PREVENTION TIPS
PROGRAM NAME
INTERNATIONAL SHRINE HEADQUARTERS
2900 ROCKY POINT DRIVE
TAMPA, FL 33607
TELEPHONE: (813)281-0300 FACIMILE:
WEB SITE:
292

BROCHURE
890-006
COOKING
LESSON TITLE
SCALD SAFETY
PROGRAM NAME
DPH INJURY PREVENTION & CONTROL PROGRAM
250 WASHINGTON ST. - 4TH FLOOR
BOSTON, MA 02108-4619
TELEPHONE: (617)624-5428 FACIMILE:
WEB SITE:
315

BROCHURE
1012-006
COOKING
COOKING
LESSON TITLE
SCALD SAFETY
PROGRAM NAME
DPH INJURY PREVENTION & CONTROL PROGRAM
250 WASHINGTON ST. - 4TH FLOOR
BOSTON, MA 02108-4619
TELEPHONE: (617)624-5428 FACIMILE:
WEB SITE:
318

COOKING

BROCHURE

1012-006
COOKING

COOKING
LESSON TITLE

HOME FIRE SAFE DOOR HANGER
PROGRAM NAME

USFA
16825 SO. SETON AVENUE
EMMITSBURG, MD

TELEPHONE: FACIMILE:
WEB SITE: 399

PROGRAM

560-012
COOKING SAFETY

IN THE KITCHEN
LESSON TITLE

FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 152

BROCHURE

560-012
COOKING SAFETY

KITCHEN
LESSON TITLE

WHAT'S HOT IN OUR HOUSE
PROGRAM NAME

USDH & HS; MATERNAL & CHILD HEALTH
J.F.K. BUILDING - ROOM 1826
BOSTON, MA 02203

TELEPHONE: (617)565-1433 FACIMILE:
WEB SITE: 366

PROGRAM

890-037
DRUGS

GET REAL ABOUT TOBACCO
LESSON TITLE

AGC EDUCATION MEDIA
PROGRAM NAME

AGC EDUCATION MEDIA
1560 SHERMAN AVE. SUITE 100
EVANSTON, IL 21727

TELEPHONE: 1-800-323-9084 FACIMILE:
WEB SITE: www.agcunited.com

PROGRAM

1012-038
DRUGS

SMOKE SCREENS
LESSON TITLE

MASSACHUSETTS TOBACCO CONTROL PROGRAM
PROGRAM NAME

MASSACHUSETTS PREVENTION CENTERS
250 WASHINGTON ST.
BOSTON,MA. 02108

TELEPHONE: 1-888-866-3724 FACIMILE:
WEB SITE:

PROGRAM

1012-038
DRUGS

I CAN'T BREATH
LESSON TITLE

MASSACHUSETTS TOBACCO CONTROL PROGRAM
PROGRAM NAME

MASSACHUSETTS PREVENTION CENTERS
250 WASHINGTON ST.
BOSTON,MA. 02108

TELEPHONE: 1-888-866-3724 FACIMILE:
WEB SITE:

WORKBOOK

890-022
DRUGS

MINOR BURNS
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 80

PROGRAM

890-022
DRUGS

BEING CAREFUL
LESSON TITLE

FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 209

DRUGS

PROGRAM
1012-019
DRUGS
ACTING IT OUT
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 250

PROGRAM
678-015
ELECTRICITY
LIGHT MY FIRE
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 169

BROCHURE
890-007
ELECTRICITY
ELECTRICAL SAFETY
LESSON TITLE
MOM HELP ME/HOME INSPECTION
PROGRAM NAME
TILLER & FRIENDS
BOX 656
PHOENIX, AZ 85001
TELEPHONE: (800)845-5372 FACIMILE:
WEB SITE: 377

BROCHURE
1012-007
ELECTRICITY
ELECTRICAL
LESSON TITLE
HOME FIRE SAFE DOOR HANGER
PROGRAM NAME
USFA
16825 SO. SETON AVENUE
EMMITSBURG, MD
TELEPHONE: FACIMILE:
WEB SITE: 400

890-007
ELECTRICITY
ELECTRICAL SAFETY
LESSON TITLE
McDONALD'S FIRE SAFETY ACTIVITY BOOK
PROGRAM NAME
McDONALD'S CORPORATION
P.O. BOX 66070
CHICAGO, IL 66070
TELEPHONE: FACIMILE:
WEB SITE: 405

1012-007
ELECTRICITY
ELECTRICAL
LESSON TITLE
ON THE SAFETY CIRCUIT
PROGRAM NAME
USFA
BOX 70274
WASHINGTON, D.C. 20024
TELEPHONE: FACIMILE:
WEB SITE: 425

CURRICULUM
560-008
EMERGENCIES
REPORTING FIRE AND SMOKE IMMEDIATELY
LESSON TITLE
LEARN NOT TO BURN®
PROGRAM NAME
NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101
TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org 7

WORKBOOK
560-008
EMERGENCIES
HOUSE NUMBERS
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 48

EMERGENCIES

WORKBOOK
560-008
EMERGENCIES
TELEPHONE NUMBERS
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 49

WORKBOOK
560-008
EMERGENCIES
REPORTING A FIRE
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 50

WORKBOOK
678-012
EMERGENCIES
EIGHT THINGS TO LEARN
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 71

WORKBOOK
1012-017
EMERGENCIES
REPORT A FIRE
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 92

WORKBOOK
678-012
EMERGENCIES
IN AN EMERGENCY CALL 9-1-1 (ACTIVITY BOOK)
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 111

PROGRAM
345-007
EMERGENCIES
GO AN TELL A GROWN UP
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: FACIMILE:
WEB SITE: 143

PROGRAM
678-012
EMERGENCIES
NUMBERS ON THE HOUSE
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 165

PROGRAM
890-015
EMERGENCIES
IN MY OPINION
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 207

EMERGENCIES

PROGRAM
1012-017
EMERGENCIES
FIRE RAP
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 247

PROGRAM
1012-017
EMERGENCIES
NUMBERS ON THE HOUSE
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 248

WORKBOOK
678-012
EMERGENCIES
REPORTING
LESSON TITLE
DISASTER PREPAREDNESS COLORING BOOK
PROGRAM NAME
AMERICAN RED CROSS
114 MERRIAM AE.
LEOMINSTER, MA 01453
TELEPHONE: (508)537-3339 FACIMILE:
WEB SITE: www.redcross.org 276

VIDEO
560-008
EMERGENCIES
REPORTING
LESSON TITLE
MAKE THE RIGHT CALL
PROGRAM NAME
USFA
BOX 70274
WASHINGTON, D.C. 20024
TELEPHONE: (202)646-2650 FACIMILE:
WEB SITE: 283

VIDEO
890-015
EMERGENCIES
REPORTING
LESSON TITLE
MAKE THE RIGHT CALL
PROGRAM NAME
USFA
BOX 70274
WASHINGTON, D.C. 20024
TELEPHONE: (202)646-2650V FACIMILE:
WEB SITE: 285

CASSETTE
345-007
EMERGENCIES
REPORTING
LESSON TITLE
MAKE THE RIGHT CALL SONG
PROGRAM NAME
USFA
BOX 70274
WASHINGTON, D.C. 20024
TELEPHONE: (202)646-2650 FACIMILE:
WEB SITE: 324

890-015
EMERGENCIES
REPORTING
LESSON TITLE
JUNIOR FIRE INSPECTOR
PROGRAM NAME
BRK BRANDS
3901 LIBERTY STREET
AURORA, IL 60504
TELEPHONE: (800)323-9005 FACIMILE:
WEB SITE: 415

890-015
EMERGENCIES
PUBLIC PLACES
LESSON TITLE
FIRE SAFETY AWARENESS TEST
PROGRAM NAME
ALERT ALL

BOWMANSVILLE, PA 17507
TELEPHONE: FACIMILE:
WEB SITE: 422

ESCAPE

CASSETTE

345-005
ESCAPE

GET OUT STAY OUT
LESSON TITLE

SESAME STREET FIRE SAFETY STATION
PROGRAM NAME

U. S. FIRE ADMINISTRATION
16825 SOUTH SETON AVE.
EMMITSBURG, MD. 21727

TELEPHONE: 1-800-238-3358 FACIMILE:
WEB SITE: www.fema.gov

CASSETTE

345-003
ESCAPE

GET OUT STAY OUT
LESSON TITLE

SESAME STREET FIRE SAFETY STATION
PROGRAM NAME

U. S. FIRE ADMINISTRATION
16825 SOUTH SETON AVE.
EMMITSBURG, MD. 21727

TELEPHONE: 1-800-238-3358 FACIMILE:
WEB SITE: www.fema.gov

CASSETTE

345-008
ESCAPE

PLAN AND PRACTICE FIRE DRILLS
LESSON TITLE

SESAME STREET FIRE SAFETY STATION
PROGRAM NAME

U. S. FIRE ADMINISTRATION
16825 SOUTH SETON AVE.
EMMITSBURG, MD. 21727

TELEPHONE: 1-800-238-3358 FACIMILE:
WEB SITE: www.fema.gov

PROGRAM

345-003
ESCAPE

PLAY SAFE BE SAFE
LESSON TITLE

PLAY SAFE BE SAFE
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:

PROGRAM

560-007
ESCAPE

PLAY SAFE BE SAFE
LESSON TITLE

PLAY SAFE BE SAFE
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:

CURRICULUM

560-007
ESCAPE

PERFORMING CRAWL LOW UNDER SMOKE
LESSON TITLE

LEARN NOT TO BURN®
PROGRAM NAME

NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101

TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org 4

CURRICULUM

560-010
ESCAPE

RESPONDING CORRECTLY DURING FIRE AND SMOKE DRILLS
LESSON TITLE

LEARN NOT TO BURN®
PROGRAM NAME

NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101

TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org 8

CURRICULUM

345-003
ESCAPE

CRAWL LOW UNDER SMOKE.
LESSON TITLE

LEARN NOT TO BURN®
PROGRAM NAME

NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101

TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org 15

ESCAPE

CURRICULUM
345-005
ESCAPE

PRACTICE AN ESCAPE PLAN.
LESSON TITLE

LEARN NOT TO BURN®
PROGRAM NAME

NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101

TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org 17

WORKBOOK
560-010
ESCAPE

HOME FIRE DRILLS
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 54

WORKBOOK
560-007
ESCAPE

CRAWL BELOW
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 56

WORKBOOK
560-010
ESCAPE

SCHOOL FIRE DRILL
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 59

WORKBOOK
560-010
ESCAPE

SAFE MEETING PLACE, AT SCHOOL
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 60

WORKBOOK
560-010
ESCAPE

SAFE MEETING PLACE, AT HOME
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 63

WORKBOOK
678-011
ESCAPE

FIVE ACTIONS TO PRACTICE
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 68

WORKBOOK
678-008
ESCAPE

SIX SAFE MEETING PLACES
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 69

ESCAPE

WORKBOOK
890-012
ESCAPE
SMOKE
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 84

WORKBOOK
1012-013
ESCAPE
HOME FIRE ESCAPE PLAN
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 95

BROCHURE
1012-013
ESCAPE
ESCAPE PLANS
LESSON TITLE
PROTECTING YOUR FAMILY FROM FIRE
PROGRAM NAME
USFA
BOX 70274
WASHINGTON, D.C. 20024
TELEPHONE: (202)646-2650 FACIMILE:
WEB SITE: 268

BROCHURE
1012-014
ESCAPE
CRAWL LOW
LESSON TITLE
PROTECTING YOUR FAMILY FROM FIRE
PROGRAM NAME
USFA
BOX 70274
WASHINGTON, D.C. 20024
TELEPHONE: (202)646-2650 FACIMILE:
WEB SITE: 269

WORKBOOK
678-008
ESCAPE
ESCAPE PLANS
LESSON TITLE
DISASTER PREPAREDNESS COLORING BOOK
PROGRAM NAME
AMERICAN RED CROSS
114 MERRIAM AE.
LEOMINSTER, MA 01453
TELEPHONE: (508)537-3339 FACIMILE:
WEB SITE: www.redcross.org 270

WORKBOOK
678-009
ESCAPE
CRAWL LOW
LESSON TITLE
DISASTER PREPAREDNESS COLORING BOOK
PROGRAM NAME
AMERICAN RED CROSS
114 MERRIAM AE.
LEOMINSTER, MA 01453
TELEPHONE: (508)537-3339 FACIMILE:
WEB SITE: www.redcross.org 273

VIDEO
678-011
ESCAPE
DRILLS
LESSON TITLE
TILLER & FRIENDS I & II VIDEO FOR KIDS
PROGRAM NAME
TILLER & FRIENDS
BOX 656
PHOENIX, AZ 85001
TELEPHONE: (800)845-5372 FACIMILE:
WEB SITE: 301

BROCHURE
1012-013
ESCAPE
EXIT DRILLS
LESSON TITLE
EXIT DRILLS
PROGRAM NAME
DPH INJURY PREVENTION & CONTROL PROGRAM
250 WASHINGTON ST. - 4TH FLOOR
BOSTON, MA 02108-4619
TELEPHONE: (617)624-5428 FACIMILE:
WEB SITE: 306

224

ESCAPE

BROCHURE

560-006
ESCAPE

LESSON TITLE
ESCAPE PLANS

PROGRAM NAME

DPH INJURY PREVENTION & CONTROL PROGRAM
250 WASHINGTON ST. - 4TH FLOOR
BOSTON, MA 02108-4619

TELEPHONE: (617)624-5428 FACIMILE:
WEB SITE:
320

VIDEO

1012-013
ESCAPE

ESCAPE

LESSON TITLE
HOME FIRE SAFETY

PROGRAM NAME

USFA
BOX 70274
WASHINGTON, D.C. 20024

TELEPHONE: (202)646-2650 FACIMILE:
WEB SITE:
349

VIDEO

1012-014
ESCAPE

CRAWL LOW

LESSON TITLE
HOME FIRE SAFETY

PROGRAM NAME

USFA
BOX 70274
WASHINGTON, D.C. 20024

TELEPHONE: (202)646-2650 FACIMILE:
WEB SITE:
350

678-008
ESCAPE

ESCAPE PLANS

LESSON TITLE
JUNIOR FIRE INSPECTOR

PROGRAM NAME

BRK BRANDS
3901 LIBERTY STREET
AURORA, IL 60504

TELEPHONE: (800)323-9005 FACIMILE:
WEB SITE:
411

1012-013
ESCAPE

ESCAPE PLANS

LESSON TITLE
EDITH

PROGRAM NAME

NYS OFFICE OF FIRE PREVENTION & CONTROL
162 WASHINGTON ST.
ALBANY, N.Y. 12231

TELEPHONE: (518)474-6476 FACIMILE:
WEB SITE:
442

1012-014
ESCAPE

CRAWL LOW

LESSON TITLE
EDITH

PROGRAM NAME

NYS OFFICE OF FIRE PREVENTION & CONTROL
162 WASHINGTON ST.
ALBANY, N.Y. 12231

TELEPHONE: (518)474-6476 FACIMILE:
WEB SITE:
443

CASSETTE

345-011
EXITS

PLAN AND PRACTICE FIRE DRILLS

LESSON TITLE
SESAME STREET FIRE SAFETY STATION

PROGRAM NAME

U. S. FIRE ADMINISTRATION
16825 SOUTH SETON AVE.
EMMITSBURG, MD. 21727

TELEPHONE: 1-800-238-3358 FACIMILE:
WEB SITE: www.fema.gov

CURRICULUM

560-009
EXITS

IDENTIFYING EXIT SIGNS AND KNOWING TWO WAYS OUT OF PUBLIC PLACES

LESSON TITLE
LEARN NOT TO BURN®

PROGRAM NAME

NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101

TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org
2

EXITS

WORKBOOK
678-010
EXITS

TWO WAYS OUT
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 65

WORKBOOK
890-013
EXITS

EXIT SIGNS
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 83

WORKBOOK
1012-015
EXITS

HOTEL/MOTEL SAFETY
LESSON TITLE

FIREPUP® PROGRAM
PROGRAM NAME

NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378

TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 97

VIDEO
890-013
EXITS

PUBLIC PLACES
LESSON TITLE

TILLER & FRIENDS I & II VIDEO FOR KIDS
PROGRAM NAME

TILLER & FRIENDS
BOX 656
PHOENIX, AZ 85001

TELEPHONE: (800)845-5372 FACIMILE:
WEB SITE: 300

890-013
EXITS

CAMPING
LESSON TITLE

CHILD SAFETY OUTDOORS
PROGRAM NAME

KID SAFETY OF AMERICA

TELEPHONE: (800)524-1156 FACIMILE:
WEB SITE: 359

1012-015
EXITS

PUBLIC PLACES
LESSON TITLE

FIRE SAFETY AWARENESS TEST
PROGRAM NAME

ALERT ALL

BOWMANSVILLE, PA 17507

TELEPHONE: FACIMILE:
WEB SITE: 421

PROGRAM
1012-031
FIREWORKS

ACTING IT OUT
LESSON TITLE

FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 252

PROGRAM
345-000
GENERAL FIRE SAFETY

PLAY SAFE BE SAFE
LESSON TITLE

PLAY SAFE BE SAFE
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:

GENERAL FIRE SAFETY

VIDEO
678-000
GENERAL **FIRE** SAFETY
BE COOL ABOUT FIRE SAFETY
LESSON TITLE
FOR A SAFER AMERICA COALITION
PROGRAM NAME
NATIONAL CONSUMER'S LEAGUE
1701 K STREET NORTHWEST #1200
WASHINGTON, D.C. 20006
TELEPHONE: 1-202-835-3323 FACIMILE:
WEB SITE: www.natlconsumersleague.org

VIDEO
890-000
GENERAL **FIRE** SAFETY
BE COOL ABOUT FIRE SAFETY
LESSON TITLE
FOR A SAFER AMERICA COALITION
PROGRAM NAME
NATIONAL CONSUMER'S LEAGUE
1701 K STREET NORTHWEST #1200
WASHINGTON, D.C. 20006
TELEPHONE: 1-202-835-3323 FACIMILE:
WEB SITE: www.natlconsumersleague.org

CURRICULUM
678-013
GENERAL **FIRE** SAFETY
PARTICIPATING IN HOME HAZARD INSPECTIONS
LESSON TITLE
LEARN NOT TO BURN®
PROGRAM NAME
NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101
TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org 25

CURRICULUM
890-008
GENERAL **FIRE** SAFETY
PRACTICING FIRE SAFETY AROUND FLAMMABLE LIQUIDS
LESSON TITLE
LEARN NOT TO BURN®
PROGRAM NAME
NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101
TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org 40

CURRICULUM
890-009
GENERAL **FIRE** SAFETY
PRACTICING FIRE SAFETY AROUND HOME HEATING SOURCES
LESSON TITLE
LEARN NOT TO BURN®
PROGRAM NAME
NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101
TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org 41

WORKBOOK
560-002
GENERAL **FIRE** SAFETY
FIRES, NEVER TOUCH
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 58

WORKBOOK
560-000
GENERAL **FIRE** SAFETY
SAFE CAMPING
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 61

WORKBOOK
678-013
GENERAL **FIRE** SAFETY
SEVEN FIRES NOT TO TOUCH
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 70

GENERAL FIRE SAFETY

WORKBOOK
678-000
GENERAL **FIRE** SAFETY
FIREPUP®'S MOTTO
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE:
74

WORKBOOK
890-005
GENERAL **FIRE** SAFETY
HOME FIRE HAZARDS
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE:
75

WORKBOOK
890-002
GENERAL **FIRE** SAFETY
THREE PARTS OF FIRE
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE:
87

WORKBOOK
890-009
GENERAL **FIRE** SAFETY
KEROSENE HEATERS
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE:
88

WORKBOOK
890-009
GENERAL **FIRE** SAFETY
WOOD STOVE SAFETY
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE:
89

WORKBOOK
1012-005
GENERAL **FIRE** SAFETY
FOOTBALL FIRE PREVENTION GAME
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE:
100

WORKBOOK
1012-002
GENERAL **FIRE** SAFETY
SMOKE
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE:
103

CURRICULUM / VIDEO
345-000
GENERAL FIRE SAFETY
"HALL OF FLAME"
LESSON TITLE
SMOKE DETECTIVES
PROGRAM NAME
STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001
TELEPHONE: FACIMILE:
WEB SITE: www.statefarm.com
112

GENERAL FIRE SAFETY

CURRICULUM

890-000
GENERAL **FIRE** SAFETY

"A PLAN FOR ALL SEASONS"
LESSON TITLE

SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE: FACIMILE:
WEB SITE: www.statefarm.com 112

CURRICULUM

678-000
GENERAL **FIRE** SAFETY

"A PLAN FOR ALL SEASONS"
LESSON TITLE

SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE: FACIMILE:
WEB SITE: www.statefarm.com 112

CURRICULUM

1012-000
GENERAL **FIRE** SAFETY

"A PLAN FOR ALL SEASONS"
LESSON TITLE

SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE: FACIMILE:
WEB SITE: www.statefarm.com 112

CURRICULUM / VIDEO

345-000
GENERAL FIRE SAFETY

"SAY NO TO PYRO"
LESSON TITLE

SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE: FACIMILE:
WEB SITE: www.statefarm.com 113

CURRICULUM / VIDEO

345-000
GENERAL FIRE SAFETY

"WHO WILL HELP"
LESSON TITLE

SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE: FACIMILE:
WEB SITE: www.statefarm.com 114

CURRICULUM / VIDEO

345-000
GENERAL FIRE SAFETY

"COUNT WITH COUNT FLOYD"
LESSON TITLE

SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE: FACIMILE:
WEB SITE: www.statefarm.com 116

CURRICULUM / VIDEO

345-000
GENERAL FIRE SAFETY

"THE LONG & SHORT OF IT"
LESSON TITLE

SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE: FACIMILE:
WEB SITE: www.statefarm.com 117

CURRICULUM / VIDEO

678-000
GENERAL **FIRE** SAFETY

SPARKING THE IMAGINATION
LESSON TITLE

SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE: FACIMILE:
WEB SITE: www.statefarm.com 120

GENERAL FIRE SAFETY

CURRICULUM / VIDEO
678-000
GENERAL **FIRE** SAFETY
PROMETHEUS AND EPIMETHEUS
LESSON TITLE
SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE:
FACIMILE:
WEB SITE: www.statefarm.com
121

CURRICULUM / VIDEO
678-000
GENERAL **FIRE** SAFETY
COUNT FLOYD'S SCARY HOWLIDAY
LESSON TITLE
SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE:
FACIMILE:
WEB SITE: www.statefarm.com
122

CURRICULUM / VIDEO
678-000
GENERAL **FIRE** SAFETY
IN OLDEN BLAZE
LESSON TITLE
SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE:
FACIMILE:
WEB SITE: www.statefarm.com
123

CURRICULUM / VIDEO
678-000
GENERAL **FIRE** SAFETY
SMOKE DETECTIVES TIME-TRAVELERS
LESSON TITLE
SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE:
FACIMILE:
WEB SITE: www.statefarm.com
124

CURRICULUM / VIDEO
678-000
GENERAL **FIRE** SAFETY
THE TOLL FIRES TAKE
LESSON TITLE
SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE:
FACIMILE:
WEB SITE: www.statefarm.com
125

CURRICULUM / VIDEO
678-000
GENERAL **FIRE** SAFETY
AMAZING FIRE FACTS
LESSON TITLE
SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE:
FACIMILE:
WEB SITE: www.statefarm.com
126

CURRICULUM / VIDEO
678-000
GENERAL **FIRE** SAFETY
MEASURING UP TO EXIT-ATIONS
LESSON TITLE
SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE:
FACIMILE:
WEB SITE: www.statefarm.com
127

CURRICULUM / VIDEO
678-000
GENERAL **FIRE** SAFETY
PYRO-MID
LESSON TITLE
SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE:
FACIMILE:
WEB SITE: www.statefarm.com
128

GENERAL FIRE SAFETY

CURRICULUM / VIDEO
678-000
GENERAL FIRE SAFETY

HELP FLOYD FOIL THE FLAMES
LESSON TITLE

SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE: FACIMILE:
WEB SITE: www.statefarm.com 129

CURRICULUM / VIDEO
1012-000
GENERAL FIRE SAFETY

WILD FIRE
LESSON TITLE

SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE: FACIMILE:
WEB SITE: www.statefarm.com 130

CURRICULUM / VIDEO
1012-000
GENERAL FIRE SAFETY

FX
LESSON TITLE

SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE: FACIMILE:
WEB SITE: www.statefarm.com 131

CURRICULUM / VIDEO
1012-000
GENERAL FIRE SAFETY

OUR BUDDY BEN
LESSON TITLE

SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE: FACIMILE:
WEB SITE: www.statefarm.com 132

CURRICULUM / VIDEO
1012-000
GENERAL FIRE SAFETY

SMOKE DETECTIVES FIRE WATCH
LESSON TITLE

SMOKE DETECTIVES
PROGRAM NAME

STATE FARM INSURANCE COMPANIES
ONE STATE FARM PLAZA
BLOOMINGTON, ILLINOIS 61710-0001

TELEPHONE: FACIMILE:
WEB SITE: www.statefarm.com 133

PROGRAM
560-002
GENERAL FIRE SAFETY

WHY CATS DON'T LIGHT FIRES
LESSON TITLE

FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 145

PROGRAM
560-002
GENERAL FIRE SAFETY

WHAT CAN BURN
LESSON TITLE

FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 146

PROGRAM
678-002
GENERAL FIRE SAFETY

CROSSWORD PUZZLE
LESSON TITLE

FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 153

GENERAL FIRE SAFETY

PROGRAM
678-003
GENERAL **FIRE** SAFETY
A GIRL NAMED DAISY
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 154

PROGRAM
678-003
GENERAL **FIRE** SAFETY
MATCH GAME
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 158

PROGRAM
678-006
GENERAL **FIRE** SAFETY
A FISH STORY
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 162

PROGRAM
678-006
GENERAL **FIRE** SAFETY
CONCLUSION
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 163

PROGRAM
678-013
GENERAL **FIRE** SAFETY
RIGHT FROM WRONG
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 166

PROGRAM
678-013
GENERAL **FIRE** SAFETY
FLAMMABLE LIQUIDS
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 167

PROGRAM
890-002
GENERAL **FIRE** SAFETY
GRANDMA'S HOUSE
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 174

PROGRAM
890-002
GENERAL **FIRE** SAFETY
WHAT WILL BURN
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 175

GENERAL FIRE SAFETY

PROGRAM
890-005
GENERAL **FIRE** SAFETY
THE HEATER
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
184

PROGRAM
890-005
GENERAL **FIRE** SAFETY
HOW COME ?
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
185

PROGRAM
890-005
GENERAL **FIRE** SAFETY
PUT IT AWAY
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
186

PROGRAM
890-005
GENERAL **FIRE** SAFETY
VALUES VOTING
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
187

PROGRAM
890-005
GENERAL **FIRE** SAFETY
AN INVENTORY
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
188

PROGRAM
890-008
GENERAL **FIRE** SAFETY
BUGS
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
194

PROGRAM
890-008
GENERAL **FIRE** SAFETY
FLAMMABLE LIQUIDS
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
196

PROGRAM
1012-002
GENERAL **FIRE** SAFETY
HOW DRAGONS STARTED BREATHING FIRE
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE:
211

GENERAL FIRE SAFETY

PROGRAM
1012-002
GENERAL **FIRE** SAFETY

SIMILES
LESSON TITLE

FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 214

PROGRAM
1012-002
GENERAL **FIRE** SAFETY

THINGS IN A ROOM
LESSON TITLE

FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 215

PROGRAM
1012-005
GENERAL **FIRE** SAFETY

FIRE PLAY
LESSON TITLE

FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 227

PROGRAM
1012-008
GENERAL **FIRE** SAFETY

BURNING FAST
LESSON TITLE

FIRE PROOF CHILDREN
PROGRAM NAME

NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534

TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 238

BROCHURE
1012-005
GENERAL **FIRE** SAFETY

INSPECTIONS
LESSON TITLE

PROTECTING YOUR FAMILY FROM FIRE
PROGRAM NAME

USFA
BOX 70274
WASHINGTON, D.C. 20024

TELEPHONE: (202)646-2650 FACIMILE:
WEB SITE: 266

BROCHURE
890-009
GENERAL **FIRE** SAFETY

HEATING SOURCES
LESSON TITLE

BURN PREVENTION TIPS
PROGRAM NAME

INTERNATIONAL SHRINE HEADQUARTERS
2900 ROCKY POINT DRIVE
TAMPA, FL 33607

TELEPHONE: (813)281-0300 FACIMILE:
WEB SITE: 293

BROCHURE
890-009
GENERAL **FIRE** SAFETY

LESSON TITLE

HEATING SAFETY
PROGRAM NAME

DPH INJURY PREVENTION & CONTROL PROGRAM
250 WASHINGTON ST. - 4TH FLOOR
BOSTON, MA 02108-4619

TELEPHONE: (617)624-5428 FACIMILE:
WEB SITE: 312

BROCHURE
1012-001
GENERAL **FIRE** SAFETY

SAFETY WORDS
LESSON TITLE

THIS IS FIRE
PROGRAM NAME

USFA
BOX 70274
WASHINGTON, D.C. 20024

TELEPHONE: (202)646-2650 FACIMILE:
WEB SITE: 327

GENERAL FIRE SAFETY

BROCHURE
1012-002
GENERAL **FIRE** SAFETY
WHAT IS FIRE
LESSON TITLE
THIS IS FIRE
PROGRAM NAME
USFA
BOX 70274
WASHINGTON, D.C. 20024
TELEPHONE: (202)646-2650 FACIMILE:
WEB SITE: 328

VIDEO
1012-002
GENERAL **FIRE** SAFETY
WHAT'S FIRE ?
LESSON TITLE
HOME FIRE SAFETY
PROGRAM NAME
USFA
BOX 70274
WASHINGTON, D.C. 20024
TELEPHONE: (202)646-2650 FACIMILE:
WEB SITE: 345

VIDEO
1012-005
GENERAL **FIRE** SAFETY
INSPECTIONS
LESSON TITLE
HOME FIRE SAFETY
PROGRAM NAME
USFA
BOX 70274
WASHINGTON, D.C. 20024
TELEPHONE: (202)646-2650 FACIMILE:
WEB SITE: 347

BROCHURE
890-008
GENERAL **FIRE** SAFETY
FLAMMABLE LIQUIDS
LESSON TITLE
MOM HELP ME/HOME INSPECTION
PROGRAM NAME
TILLER & FRIENDS
BOX 656
PHOENIX, AZ 85001
TELEPHONE: (800)845-5372 FACIMILE:
WEB SITE: 376

BROCHURE
890-009
GENERAL **FIRE** SAFETY
HEATING SOURCES
LESSON TITLE
MOM HELP ME/HOME INSPECTION
PROGRAM NAME
TILLER & FRIENDS
BOX 656
PHOENIX, AZ 85001
TELEPHONE: (800)845-5372 FACIMILE:
WEB SITE: 379

BROCHURE
890-005
GENERAL **FIRE** SAFETY
HOME INSPECTION
LESSON TITLE
MOM HELP ME/HOME INSPECTION
PROGRAM NAME
TILLER & FRIENDS
BOX 656
PHOENIX, AZ 85001
TELEPHONE: (800)845-5372 FACIMILE:
WEB SITE: 381

PROGRAM
560-002
GENERAL **FIRE** SAFETY
WHAT IS FIRE ?
LESSON TITLE
SMOKEY ACTIVITY SHEETS
PROGRAM NAME
CONTACT LOCAL DIM PATROL OFFICER
TELEPHONE: FACIMILE:
WEB SITE: 391

BROCHURE
1012-005
GENERAL **FIRE** SAFETY
INSPECTIONS
LESSON TITLE
HOME FIRE SAFE DOOR HANGER
PROGRAM NAME
USFA
16825 SO. SETON AVENUE
EMMITSBURG, MD
TELEPHONE: FACIMILE:
WEB SITE: 398

GENERAL FIRE SAFETY

BROCHURE
1012-009
GENERAL **FIRE** SAFETY
HEATING SOURCES
LESSON TITLE
HOME FIRE SAFE DOOR HANGER
PROGRAM NAME
USFA
16825 SO. SETON AVENUE
EMMITSBURG, MD
TELEPHONE: FACIMILE:
WEB SITE: 401

WORKBOOK
890-005
GENERAL **FIRE** SAFETY
HAZARD INSPECTIONS
LESSON TITLE
McDONALD'S FIRE SAFETY ACTIVITY BOOK
PROGRAM NAME
McDONALD'S CORPORATION
P.O. BOX 66070
CHICAGO, IL 66070
TELEPHONE: FACIMILE:
WEB SITE: 404

WORKBOOK
560-000
GENERAL **FIRE** SAFETY
LESSON TITLE
SESAME STREET FIRE SAFETY BOOK
PROGRAM NAME
COMMUNITY EDUCATION SERVICES
ONE LINCOLN PLAZA
NEW YORK, N.Y. 10023
TELEPHONE: (212)595-3456 FACIMILE:
WEB SITE: 424

890-009
GENERAL **FIRE** SAFETY
HEATING SOURCES
LESSON TITLE
WOOD STOVE SAFETY
PROGRAM NAME
NYS OFFICE OF FIRE PREVENTION & CONTROL
162 WASHINGTON ST.
ALBANY, N.Y. 12231
TELEPHONE: (518)474-6476 FACIMILE:
WEB SITE: 438

1012-009
GENERAL **FIRE** SAFETY
HEATING SOURCES
LESSON TITLE
FIREPLACE SAFETY
PROGRAM NAME
NYS OFFICE OF FIRE PREVENTION & CONTROL
162 WASHINGTON ST.
ALBANY, N.Y. 12231
TELEPHONE: (518)474-6476 FACIMILE:
WEB SITE: 441

1012-009
GENERAL **FIRE** SAFETY
HEATING SOURCES
LESSON TITLE
COAL & WOOD BURNING STOVES
PROGRAM NAME
USCPSC
OFFICE OF INFORMATION & PUBLIC AFFAIRS
WASHINGTON, D.C. 20207
TELEPHONE: (800)638-2772 FACIMILE:
WEB SITE: 444

1012-008
GENERAL **FIRE** SAFETY
FLAMMABLE LIQUIDS
LESSON TITLE
COAL & WOOD BURNING STOVES
PROGRAM NAME
USCPSC
OFFICE OF INFORMATION & PUBLIC AFFAIRS
WASHINGTON, D.C. 20207
TELEPHONE: (800)638-2772 FACIMILE:
WEB SITE: 445

000-000
GENERAL SAFETY
LESSON TITLE
PROGRAM NAME
NATIONAL FIRE ACADEMY
TELEPHONE: 1-800-638-1821 FACIMILE:
WEB SITE:

GENERAL SAFETY

000-000
GENERAL SAFETY

LESSON TITLE

PROGRAM NAME

INTERNATIONAL SHRINE HEADQUARTERS
2900 ROCKY POINT DRIVE
TAMPA, FL. 33607

TELEPHONE: FACIMILE:
WEB SITE:

000-000
GENERAL SAFETY

LESSON TITLE

PROGRAM NAME

OKLAHOMA STATE UNIVERSITY
INTERNATIONAL FIRE SERVICE TRAINING ASSOC.
STILLWATER, OK 74078

TELEPHONE: 1-800-654-4055 FACIMILE:
WEB SITE:

000-000
GENERAL SAFETY

LESSON TITLE

PROGRAM NAME

NATIONAL SAFE KIDS CAMPAIGN
111 MICHIGAN AVE. NW
WASHINGTON,D.C. 20010

TELEPHONE: 1-202-939-4993 FACIMILE:
WEB SITE:

000-000
GENERAL SAFETY

LESSON TITLE

PROGRAM NAME

NATIONAL INHALANT PREVENTION COALITION
1201 W. SIXTH STREET, SUITE C-200
AUSTIN, TX 78703

TELEPHONE: 1-800-269-4237 FACIMILE:
WEB SITE: www.inhalants.org

000-000
GENERAL SAFETY

LESSON TITLE

PROGRAM NAME

THE IDEA BANK
1139 ALAMEDA PADRE SERRA
SANTA BARBARA, CA. 93103

TELEPHONE: 1-800-621-1136 FACIMILE:
WEB SITE: www.theideabank.com

000-000
GENERAL SAFETY

LESSON TITLE

MA. INJURY PREVENTION AND CONTROL UNIT

PROGRAM NAME

DEPARTMENT OF PUBLIC HEALTH
250 WASHINGTON STREET
BOSTON, MA. 02108

TELEPHONE: 617-624-5920 FACIMILE:
WEB SITE:

000-000
GENERAL SAFETY

LESSON TITLE

PROGRAM NAME

BOSTON SAFE KIDS COALITION
1010 MASSACHUSETTS AVE.
BOSTON, MA. 02118

TELEPHONE: 617-534-5197 FACIMILE:
WEB SITE:

000-000
GENERAL SAFETY

LESSON TITLE

PROGRAM NAME

SPRINGFIELD SAFE KIDS COALITION
BAYSTATE MEDICAL CENTER, 759 CHESTNUT ST.
SPRINGFIELD, MA. 01105

TELEPHONE: 617-534-5197 FACIMILE:
WEB SITE:

GENERAL SAFETY

000-000
GENERAL SAFETY

LESSON TITLE

PROGRAM NAME

AMERICAN RED CROSS OF MASS. BAY
265 COLUMBUS AVE.
BOSTON, MA. 02116

TELEPHONE: 617-375-0700 FACIMILE:

WEB SITE:

000-000
GENERAL SAFETY

LESSON TITLE

PROGRAM NAME

PREVENT BLINDNESS MASSACHUSETTS
375 CONCORD AVE.
BELMONT, MA. 02178

TELEPHONE: 617-489-0007 FACIMILE:

WEB SITE: www.preventblindness.org

000-000
GENERAL SAFETY

LESSON TITLE

PROGRAM NAME

SYNDISTAR
125 MALLARD ST. SUITE A
SANTA ROSA, LA. 70087-9471

TELEPHONE: 1-800-841-9532 FACIMILE:

WEB SITE:

VIDEO

000-000
GENERAL SAFETY

LESSON TITLE

TILLER & FRIENDS, INC.

PROGRAM NAME

TILLER & FRIENDS, INC.
P.O. BOX 656
PHOENIX, AZ. 85001-0656

TELEPHONE: 1-800-845-5372 FACIMILE:

WEB SITE: 135

000-000
GENERAL SAFETY

LESSON TITLE

PROGRAM NAME

US CONSUMER PRODUCT SAFETY COMMISSION
10 CAUSEWAY ST., ROOM 224
BOSTON, MA. 02222

TELEPHONE: 617-565-7730 FACIMILE:

WEB SITE: www.cpsc.gov

000-000
GENERAL SAFETY

LESSON TITLE

PROGRAM NAME

FIRE SOLUTIONS INC.
P.O. BOX 8863,
WARWICK, RI. 02888

TELEPHONE: 401-785-3916 FACIMILE:

WEB SITE:

PRESENTATION

000-000
GENERAL SAFETY

LESSON TITLE

OFFICER PHIL

PROGRAM NAME

CREATIVE SAFETY PRODUCTS
57 LEUNING STREET
SOUTH HACKENSACK, NEW JERSEY 07606

TELEPHONE: FACIMILE:

WEB SITE: 134

UNKNOWN MEDIA

000-000
GENERAL SAFETY

LESSON TITLE

CHILD SAFETY @ HOME

PROGRAM NAME

KID SAFETY OF AMERICA

TELEPHONE: (800)524-1156 FACIMILE:

WEB SITE: 351

GENERAL SAFETY

BROCHURE
000-000
GENERAL SAFETY

LESSON TITLE
MAGICIAN IN EDUCATION
PROGRAM NAME

TILLER & FRIENDS
BOX 656
PHOENIX, AZ 85001

TELEPHONE: (800)845-5372 FACIMILE:
WEB SITE: 386

LESSON PLANS
890-026
HOLIDAY SAFELY

HOLIDAY SAFETY
LESSON TITLE
LEARN NOT TO BURN® RESOURCE BOOKS
PROGRAM NAME

NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101

TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org

BROCHURE
678-022
HOLIDAY SAFETY

WINTER HOLIDAY SAFETY
LESSON TITLE
WINTER HOLIDAY SAFETY
PROGRAM NAME

DEPARTMENT OF FIRE SERVICES
P. O. BOX 1025
STOW, MA. 01775

TELEPHONE: 978-567-3380 FACIMILE: 978-567-3199
WEB SITE: www.magnet.state.ma.us/dfs/dfshome.htm

BROCHURE
1012-027
HOLIDAY SAFETY

WINTER HOLIDAY SAFETY
LESSON TITLE
WINTER HOLIDAY SAFETY
PROGRAM NAME

DEPARTMENT OF FIRE SERVICES
P. O. BOX 1025
STOW, MA. 01775

TELEPHONE: 978-567-3380 FACIMILE: 978-567-3199
WEB SITE: www.magnet.state.ma.us/dfs/dfshome.htm

BROCHURE
890-026
HOLIDAY SAFELY

HALLOWEEN SAFETY
LESSON TITLE
WINTER HOLIDAY SAFETY
PROGRAM NAME

DEPARTMENT OF FIRE SERVICES
P. O. BOX 1025
STOW, MA. 01775

TELEPHONE: 978-567-3380 FACIMILE: 978-567-3199
WEB SITE: www.magnet.state.ma.us/dfs/dfshome.htm

BROCHURE
560-018
HOLIDAY SAFETY

WINTER HOLIDAY SAFETY
LESSON TITLE
WINTER HOLIDAY SAFETY
PROGRAM NAME

DEPARTMENT OF FIRE SERVICES
P. O. BOX 1025
STOW, MA. 01775

TELEPHONE: 978-567-3380 FACIMILE: 978-567-3199
WEB SITE: www.magnet.state.ma.us/dfs/dfshome.htm

BROCHURE
890-028
HOLIDAY SAFETY

WINTER HOLIDAY SAFETY
LESSON TITLE
WINTER HOLIDAY SAFETY
PROGRAM NAME

DEPARTMENT OF FIRE SERVICES
P. O. BOX 1025
STOW, MA. 01775

TELEPHONE: 978-567-3380 FACIMILE: 978-567-3199
WEB SITE: www.magnet.state.ma.us/dfs/dfshome.htm

BROCHURE
560-017
HOLIDAY SAFETY

HALLOWEEN SAFETY
LESSON TITLE
WINTER HOLIDAY SAFETY
PROGRAM NAME

DEPARTMENT OF FIRE SERVICES
P. O. BOX 1025
STOW, MA. 01775

TELEPHONE: 978-567-3380 FACIMILE: 978-567-3199
WEB SITE: www.magnet.state.ma.us/dfs/dfshome.htm

HOLIDAY SAFETY

BROCHURE
678-021
HOLIDAY SAFETY
HALLOWEEN SAFETY
LESSON TITLE
WINTER HOLIDAY SAFETY
PROGRAM NAME
DEPARTMENT OF FIRE SERVICES
P. O. BOX 1025
STOW, MA. 01775
TELEPHONE: 978-567-3380 FACIMILE: 978-567-3199
WEB SITE: www.magnet.state.ma.us/dfs/dfshome.htm

BROCHURE
1012-026
HOLIDAY SAFETY
HALLOWEEN SAFETY
LESSON TITLE
WINTER HOLIDAY SAFETY
PROGRAM NAME
DEPARTMENT OF FIRE SERVICES
P. O. BOX 1025
STOW, MA. 01775
TELEPHONE: 978-567-3380 FACIMILE: 978-567-3199
WEB SITE: www.magnet.state.ma.us/dfs/dfshome.htm

LESSON PLANS
890-025
HOLIDAY SAFETY
HOLIDAY SAFETY
LESSON TITLE
LEARN NOT TO BURN® RESOURCE BOOKS
PROGRAM NAME
NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101
TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org

LESSON PLANS
560-017
HOLIDAY SAFETY
HOLIDAY SAFETY
LESSON TITLE
LEARN NOT TO BURN® RESOURCE BOOKS
PROGRAM NAME
NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101
TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org

LESSON PLANS
560-018
HOLIDAY SAFETY
HOLIDAY SAFETY
LESSON TITLE
LEARN NOT TO BURN® RESOURCE BOOKS
PROGRAM NAME
NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101
TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org

LESSON PLANS
678-021
HOLIDAY SAFETY
HOLIDAY SAFETY
LESSON TITLE
LEARN NOT TO BURN® RESOURCE BOOKS
PROGRAM NAME
NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101
TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org

LESSON PLANS
678-022
HOLIDAY SAFETY
HOLIDAY SAFETY
LESSON TITLE
LEARN NOT TO BURN® RESOURCE BOOKS
PROGRAM NAME
NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101
TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org

LESSON PLANS
678-024
HOLIDAY SAFETY
HOLIDAY SAFETY
LESSON TITLE
LEARN NOT TO BURN® RESOURCE BOOKS
PROGRAM NAME
NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101
TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org

HOLIDAY SAFETY

WORKBOOK
1012-027
HOLIDAY SAFETY
HOLIDAY FIRE SAFETY
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 105

890-028
HOLIDAY SAFETY
WINTER HOLIDAYS
LESSON TITLE
HOLIDAY HAZARDS
PROGRAM NAME
ALERT ALL

BOWMANSVILLE, PA 17507
TELEPHONE: FACIMILE:
WEB SITE: 419

1012-026
HOLIDAY SAFETY
WINTER HOLIDAYS
LESSON TITLE
HOLIDAY HAZARDS
PROGRAM NAME
ALERT ALL

BOWMANSVILLE, PA 17507
TELEPHONE: FACIMILE:
WEB SITE: 420

PROGRAM
890-018
HOME SAFETY
AN INVENTORY
LESSON TITLE
FIRE PROOF CHILDREN
PROGRAM NAME
NATIONAL FIRE SERVICE SUPPORT SYSTEM, INC.
20 N. MAIN STREET
PITTSFORD, N.Y. 14534
TELEPHONE: (716)264-0840 FACIMILE:
WEB SITE: 208

BROCHURE
890-018
HOME SAFETY
HOME ALONE
LESSON TITLE
SAFE ON MY OWN
PROGRAM NAME
AMERICAN RED CROSS
100 MACK AVENUE - BOX 33351
DETROIT, MI 48232-5351
TELEPHONE: (313)833-0602 FACIMILE:
WEB SITE: www.redcross.org 255

CURRICULUM
890-031
OUTDOOR SAFETY
PRACTICING OUTDOOR FIRE SAFETY
LESSON TITLE
LEARN NOT TO BURN®
PROGRAM NAME
NATIONAL FIRE PROTECTION ASSOCIATION
1 BATTERYMARCH PARK
QUINCY, MA. 02269-9101
TELEPHONE: 617-770-3000 FACIMILE:
WEB SITE: www.nfpa.org 43

WORKBOOK
890-031
OUTDOOR SAFETY
CAMPFIRE SAFETY
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 78

560-019
OUTDOOR SAFETY
ICE
LESSON TITLE
CHILD SAFETY OUTDOORS
PROGRAM NAME
KID SAFETY OF AMERICA
TELEPHONE: (800)524-1156 FACIMILE:
WEB SITE: 355

OUTDOOR SAFETY

678-026
OUTDOOR SAFETY
CAMPING
LESSON TITLE
CHILD SAFETY OUTDOORS
PROGRAM NAME
KID SAFETY OF AMERICA
TELEPHONE: (800)524-1156 FACIMILE:
WEB SITE: 358

678-025
OUTDOOR SAFETY
SWIMMING
LESSON TITLE
CHILD SAFETY OUTDOORS
PROGRAM NAME
KID SAFETY OF AMERICA
TELEPHONE: (800)524-1156 FACIMILE:
WEB SITE: 361

678-026
OUTDOOR SAFETY
CAMPING
LESSON TITLE
SMOKEY ACTIVITY SHEETS
PROGRAM NAME
CONTACT LOCAL DIM PATROL OFFICER
TELEPHONE: FACIMILE:
WEB SITE: 396

890-031
OUTDOOR SAFETY
CAMPING
LESSON TITLE
McDONALD'S FIRE SAFETY ACTIVITY BOOK
PROGRAM NAME
McDONALD'S CORPORATION
P.O. BOX 66070
CHICAGO, IL 66070
TELEPHONE: FACIMILE:
WEB SITE: 408

PROGRAM
560-016
POISON
GET REAL ABOUT TOBACCO
LESSON TITLE
AGC EDUCATION MEDIA
PROGRAM NAME
AGC EDUCATION MEDIA
1560 SHERMAN AVE. SUITE 100
EVANSTON, IL 60201
TELEPHONE: 1-800-323-9084 FACIMILE:
WEB SITE: www.agcunited.com

PROGRAM
678-018
POISON
GET REAL ABOUT TOBACCO
LESSON TITLE
AGC EDUCATION MEDIA
PROGRAM NAME
AGC EDUCATION MEDIA
1560 SHERMAN AVE. SUITE 100
EVANSTON, IL 21727
TELEPHONE: 1-800-323-9084 FACIMILE:
WEB SITE: www.agcunited.com

WORKBOOK
678-018
POISON
THREE RULES FOR MINOR BURNS
LESSON TITLE
FIREPUP® PROGRAM
PROGRAM NAME
NATIONAL FIRE SAFETY COUNCIL, INC.
P.O. BOX 378
MICHIGAN CENTER, MICHIGAN 49254-0378
TELEPHONE: 517-764-2811 FACIMILE:
WEB SITE: 66

BROCHURE
890-023
POISON
POISON PREVENTION
LESSON TITLE
MOM HELP ME/HOME INSPECTION
PROGRAM NAME
TILLER & FRIENDS
BOX 656
PHOENIX, AZ 85001
TELEPHONE: (800)845-5372 FACIMILE:
WEB SITE: 370

POISON

890-023
POISON

POISON PREVENTION
LESSON TITLE

WHAT ABOUT PLANTS ?
PROGRAM NAME

HENNIPIN REGIONAL POISON CENTER
701 PARK AVENUE SOUTH
MINNEAPOLIS, MN 55415

TELEPHONE: (612)347-3141 FACIMILE:
WEB SITE: 448

BROCHURE
1012-012
POISONS

CARBON MONOXIDE
LESSON TITLE

CARBON MONOXIDE
PROGRAM NAME

BRK BRANDS
3901 LIBERTY STREET
AURORA, IL 60504

TELEPHONE: (800)323-9005 FACIMILE:
WEB SITE: 390

1012-012
POISONS

CARBON MONOXIDE
LESSON TITLE

COAL & WOOD BURNING STOVES
PROGRAM NAME

USCPSC
OFFICE OF INFORMATION & PUBLIC AFFAIRS
WASHINGTON, D.C. 20207

TELEPHONE: (800)638-2772 FACIMILE:
WEB SITE: 446

BROCHURE
890-032
STORMS

SEVERE STORMS
LESSON TITLE

SEVERE STORMS
PROGRAM NAME

AMERICAN RED CROSS
114 MERRIAM AVE.
LEOMINSTER, MA. 01453

TELEPHONE: 508-537-3339 FACIMILE:
WEB SITE: www.redcross.org 140

BROCHURE
890-032
STORMS

SEVERE STORMS
LESSON TITLE

THUNDERSTORM PAMPHLET
PROGRAM NAME

AMERICAN RED CROSS
114 MERRIAM AVE.
LEOMINSTER, MA 01453

TELEPHONE: (508)537-3339 FACIMILE:
WEB SITE: www.redcross.org 257

BROCHURE
890-032
STORMS

SEVERE STORMS
LESSON TITLE

TORNADO PAMPHLET
PROGRAM NAME

AMERICAN RED CROSS
114 MERRIAM AVE.
LEOMINSTER, MA 01453

TELEPHONE: (508)537-3339 FACIMILE:
WEB SITE: www.redcross.org 258

BROCHURE
1012-034
STORMS

SEVERE STORMS
LESSON TITLE

WINTER STORM PAMPHLET
PROGRAM NAME

AMERICAN RED CROSS
114 MERRIAM AVE.
LEOMINSTER, MA 01453

TELEPHONE: (508)537-3339 FACIMILE:
WEB SITE: www.redcross.org 263

BROCHURE
1012-034
STORMS

SEVERE STORMS
LESSON TITLE

FLOOD PAMPHLET
PROGRAM NAME

AMERICAN RED CROSS
114 MERRIAM AVE.
LEOMINSTER, MA 01453

TELEPHONE: (508)537-3339 FACIMILE:
WEB SITE: www.redcross.org 264

STORMS

WORKBOOK
678-027
STORMS
SEVERE STORMS
LESSON TITLE
DISASTER PREPAREDNESS COLORING BOOK
PROGRAM NAME
AMERICAN RED CROSS
114 MERRIAM AE.
LEOMINSTER, MA 01453
TELEPHONE: (508)537-3339 FACIMILE:
WEB SITE: www.redcross.org 278

BROCHURE
890-021
TRANSPORTATION
TRANSPORTATION
LESSON TITLE
JUST THE FACTS
PROGRAM NAME
VERMONT GOVERNOR'S HIGHWAY SAFETY
MONTPELIER, VT.
TELEPHONE: ((802)828-3333 FACIMILE:
WEB SITE: 281

560-015
TRANSPORTATION
TRANSPORTATION
LESSON TITLE
CHILD SAFETY OUTDOORS
PROGRAM NAME
KID SAFETY OF AMERICA
TELEPHONE: (800)524-1156 FACIMILE:
WEB SITE: 352

890-021
TRANSPORTATION
TRANSPORTATION
LESSON TITLE
CHILD SAFETY OUTDOORS
PROGRAM NAME
KID SAFETY OF AMERICA
TELEPHONE: (800)524-1156 FACIMILE:
WEB SITE: 354

BROCHURE
678-017
TRANSPORTATION
TRANSPORTATION SAFETY
LESSON TITLE
ADVENTURES IN STREET SAFETY
PROGRAM NAME
TILLER & FRIENDS
BOX 656
PHOENIX, AZ 85001
TELEPHONE: (800)845-5372 FACIMILE:
WEB SITE: 383

BROCHURE
890-021
TRANSPORTATION
TRANSPORTATION
LESSON TITLE
WALK ALERT
PROGRAM NAME
GOVERNOR'S HIGHWAY SAFETY BUREAU
100 CAMBRIDGE ST. - ROOM 2104
BOSTON, MA 02202
TELEPHONE: (617)727-5074 FACIMILE:
WEB SITE: 387

BROCHURE
1012-022
TRANSPORTATION
TRANSPORTATION
LESSON TITLE
SAFETY BELTS PREVENT THE HUMAN COLLISION
PROGRAM NAME
GOVERNOR'S HIGHWAY SAFETY BUREAU
100 CAMBRIDGE ST. - ROOM 2104
BOSTON, MA 02202
TELEPHONE: (617)727-5074 FACIMILE:
WEB SITE: 389

1012-022
TRANSPORTATION
TRANSPORTATION
LESSON TITLE
BIKE SMART
PROGRAM NAME
GOVERNOR'S HIGHWAY SAFETY BUREAU
100 CAMBRIDGE ST. - ROOM 2104
BOSTON, MA 02202
TELEPHONE: (617)727-5074 FACIMILE:
WEB SITE: 403

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WORD	DEFINITION	WORD	DEFINITION
activities	3.a. A specified pursuit in which a person partakes. b. An educational process or procedure intended to stimulate learning through actual experience.	**affection**	1. A tender feeling toward another; fondness. 2. Often affections. Feeling or emotion.
arson	The crime of maliciously, voluntarily, and willfully setting fire to the building, buildings, or other property of another or of burning one's own property for an improper purpose.	**behavior**	1. The manner in which one behaves. 2. Psychology. The actions or reactions of persons or things in response to external or internal stimuli.
boiler	1. An enclosed vessel in which water is heated and circulated, either as hot water or as steam, for heating or power.	**bomb**	1.a. An explosive weapon detonated by impact, a timing mechanism, or other means. 2. Any of various weapons detonated to release destructive material, such as smoke or gas.
burn	1.a. To cause to undergo combustion. b. To destroy with fire. c. To consume (fuel or energy, for example). 2. To damage or injure by fire, heat, radiation, electricity, or a caustic agent.	**carbon monoxide**	A colorless, odorless, highly poisonous gas, CO, formed by the incomplete combustion of carbon or a carbonaceous material, such as gasoline
classroom	1. A room or place especially in a school in which classes are conducted.	**communication**	1.a. The exchange of thoughts, messages, or information, as by speech, signals, writing, or behavior. b. Interpersonal rapport.
community	1.a. A group of people living in the same locality and under the same government. b. The district or locality in which such a group lives. 3.a. Similarity or identity. b. Sharing, participation, and fellowship.	**competence**	1.a. The state or quality of being adequately or well qualified; ability. b. A specific range of skill, knowledge, or ability.
concepts	1. A general idea derived or inferred from specific instances or occurrences. 2. Something formed in the mind; a thought or notion.	**conduction**	The transmission or conveying of something through a medium or passage, especially the transmission of electric charge or heat through a conducting medium without perceptible motion of the medium itself.
convection	1. Physics. a. Heat transfer in a gas or liquid by the circulation of currents from one region to another. b. Fluid motion caused by an external force such as gravity.	**creativity**	1. Having the ability or power to create. 2. Productive; creating. 3. Characterized by originality and expressiveness; imaginative. ** see other "creativity" **

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GLOSSARY OF TERMS FOR THIS GUIDEBOOK

WORD	DEFINITION	WORD	DEFINITION
creativity	Curriculum that is developed with the intent to stimulate the learners sense of problem solving, accomplishment and interest. Lessons should be presented that combine left and right brain thinking. (Ex.) Logic with intuition.	**curriculum**	1. All the courses of study offered by an educational institution. 2. A group of related courses, often in a special field of study.
customer	2. Informal. An individual with whom one must deal.	**cyclone**	1. Meteorology. An atmospheric system characterized by the rapid, inward circulation of air masses about a low-pressure center, usually accompanied by stormy, often destructive, weather.
danger	1. Exposure or vulnerability to harm or risk. 2. A source or an instance of risk or peril. 3. Obsolete. Power, especially power to harm.	**design**	1.a. To conceive or fashion in the mind; invent. b. To formulate a plan for; devise. 2. To plan out in systematic, usually graphic form.
detector	One that detects, especially a mechanical, electrical, or chemical device that automatically identifies or registers a stimulus, such as a change in temperature (heat detector) or smoke.	**develop**	To cause gradually to acquire a specific role, function, or form, as: a. To influence the behavior of toward a specific end. b. To make available and effective to fulfill a particular end or need.
drill	1.a. Disciplined, repetitious exercise as a means of teaching and perfecting a skill or procedure. b. A task or exercise for teaching a skill or procedure by repetition.	**education**	2. The knowledge or skill obtained or developed by a learning process. 3. A program of instruction of a specified kind or level.
emergency	1. A serious situation or occurrence that happens unexpectedly and demands immediate action. 2. A condition of urgent need for action or assistance. 3. When someone needs help.	**escape**	1. To break loose from confinement; get free. 2. To issue from confinement or an enclosure; leak or seep out.
essential	1. Constituting or being part of the essence of something; inherent. 2. Basic or indispensable; necessary.	**evaluate**	1. To ascertain or fix the value or worth of. 2. To examine and judge carefully; appraise.
exit	1. The act of going away or out. 2. A passage or way out consisting of three parts; exit access, exit door and exit discharge.	**explore**	1. To investigate systematically; examine. 2. To search into or travel in for the purpose of discovery.

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WORD	DEFINITION	WORD	DEFINITION
explosion	1.a. A release of mechanical, chemical, or nuclear energy in a sudden and often violent manner with the generation of high temperature and usually with the release of gases.	**extension activities**	Those activities that will continue the learners' acquisition of skill and knowledge. (Ex.) Homework, projects, group activities, field trips or further lessons on the subject.
extinguish	1. To put out (a fire, for example); quench.	**false alarm**	1. An emergency alarm, such as a fire alarm, that is set off unnecessarily. 2. A signal or warning that is groundless.
fire	1.a. A rapid, persistent chemical change that releases heat and light and is accompanied by flame, especially the exothermic oxidation of a combustible substance.	**fire extinguisher**	A portable apparatus containing chemicals that can be discharged in a jet to extinguish a small fire.
firefighter	A member of a fire department who fights fires.	**first aid**	Emergency treatment administered to an injured or sick person before professional medical care is available.
flames	1. The zone of burning gases and fine suspended matter associated with rapid combustion; a hot, glowing mass of burning gas or vapor.	**furnace**	1. An enclosure in which energy in a non thermal form is converted to heat, especially such an enclosure in which heat is generated by the combustion of a suitable fuel.
gas	1. A substance in the gaseous state. 2. A gaseous fuel, such as natural gas. 3. Gasoline. 4. The speed control of a gasoline engine. 5. A gaseous asphyxiant, irritant, or poison. ** see liquid ** see solid	**guidebook**	A handbook of directions and other information. ** see handbook
handbook	1. A concise manual or reference book providing specific information or instruction about a subject or place.	**hazard**	1. A chance; an accident. 2. A chance of being injured or harmed; danger. 3. A possible source of danger.
heat	1. Physics. A form of energy associated with the motion of atoms or molecules and capable of being transmitted through solid and fluid media by conduction, through fluid media by convection, and through empty space by radiation.	**hurricane**	1. A severe tropical cyclone originating in the equatorial regions of the Atlantic Ocean or Caribbean Sea, traveling north, northwest, or northeast from its point of origin, and usually involving heavy rains.

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impairment	To cause to diminish, as in strength, value, or quality.	**inter discipline**	Curriculum that would be applicable to any academic area. (Ex.) The study of fire safety can be approached from a science, social studies, health, math or language arts perspective.
interdisciplinary	Of, relating to, or involving two or more academic disciplines that are usually considered distinct.	**kindergarten**	A program or class for four-year-old to six-year-old children that serves as an introduction to school.
lesson	1. Something to be learned. 2.a. A period of instruction; a class. b. An assignment or exercise in which something is to be learned. c. The act or an instance of instructing; teaching.	**level**	3.a. Being at the same height or position as another; even. b. Being at the same degree of rank, standing, or advantage as another; equal.
liquid	1.a. The state of matter in which a substance exhibits a characteristic readiness to flow, little or no tendency to disperse, and relatively high incompressibility. ** see solid ** see gas	**long block**	Classes (typically at the secondary level) which are double the average length of time. (Ex.) 85 - 90 min. This trend presumes that the student will have a longer, more concentrated time in which to acquire the skills & knowledge.
multicultural	1. Of, relating to, or including several cultures. 2. Curriculum that presents material in a manner that is sensitive and supportive to the social and ethnic heritage of the student population.	**nursery school**	A school for children, usually between the ages of three and five, who are not old enough to attend kindergarten. —nursery schooler n.
object lesson	1. A concrete illustration of a moral or principle. 2. A lesson taught by using a material object.	**objectives**	1. Something that actually exists. 2. Something worked toward or striven for; a goal.
outcome	A natural result; a consequence.	**poison**	1. A substance that causes injury, illness, or death, especially by chemical means. 2. Something destructive or fatal.
practice	1. To do or perform (something) repeatedly in order to acquire or polish a skill. 2. To give lessons or repeated instructions to; drill.	**praise**	1. Expression of approval, commendation, or admiration. 2. The extolling or exaltation of a deity, ruler, or hero.

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preschool	1. Of, relating to, intended for, or being the early years of childhood that precede the beginning of elementary school. 2.A school for children who are not old enough to attend kindergarten; a nursery school.	**presentation**	3.a. Something, such as an award or a gift, that is offered or given. b. Something, such as a lecture or speech, that is set forth for an audience.
prevention	1. The act of preventing or impeding. 2. A hindrance; an obstacle.	**pull station**	1. a fire alarm device mounted on a wall,usually near an exit,that will sound the fire alarm when activated.
radiation	1. Physics. a. Emission and propagation of energy in the form of rays or waves. b. Energy radiated or transmitted in the form of rays, waves, or particles.	**rationale**	1. Fundamental reasons; the basis. 2. An exposition of principles or reasons
reference	5.a. A note in a publication referring the reader to another passage or source. b. The passage or source so referred to. c. A work frequently used as a source.	**reinforcement**	or a condition that increases the likelihood that a given response will recur in a situation like that in which the reinforcing condition originally occurred.
resources	1. Something that can be used for support or help. 2. Often resources. An available supply that can be drawn on when needed.	**safety**	1. The condition of being safe; freedom from danger, risk, or injury.
smoke	1. The vaporous system made up of small particles of carbonaceous matter in the air, resulting mainly from the burning of organic material, such as wood or coal. 2. The unburnt products of combustion containing heat, poisons and toxins	**solid**	1.a. Of definite shape and volume; not liquid or gaseous. b. Firm or compact in substance. ** see liquid ** see gas
space heater	An appliance that warms a small area, such as one room, typically by radiant electric heat.	**special education**	Classroom or private instruction involving techniques, exercises, and subject matter designed for students whose learning needs cannot be met by a standard school curriculum.
sublimation	1. Chemistry. To cause (a solid or gas) to change state without becoming a liquid.	**supplement**	1. Something added to complete a thing, make up for a deficiency, or extend or strengthen the whole. 2. A section added to a book or document to give further information or to correct errors.

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WORD	DEFINITION	WORD	DEFINITION
task force	2. A temporary grouping of individuals and resources for the accomplishment of a specific objective.	**taskmaster**	1. A man who imposes tasks, especially burdensome or laborious ones. 2. A source of burden or responsibility. 3. chairpersons of curriculum committees (example: Eric Hubler)
teaching	1. To impart knowledge or skill to. 2. To provide knowledge of; instruct in. 3. To cause to learn by example or experience.	**topic**	1. The subject of a speech, an essay, a thesis, or a discourse. 2. A subject of discussion or conversation. 3. A subdivision of a theme, or an outline.
tornado	1. A rotating column of air usually accompanied by a funnel-shaped downward extension of a cumulonimbus cloud and having a vortex several hundred yards in diameter whirling destructively at speeds of up to 500 mph	**understand**	1. To perceive and comprehend the nature and significance of; grasp. 2.a. To grasp or comprehend the meaning intended or expressed by (another). b. To comprehend the language, sounds, form, or symbols of.
vapor	1. Barely visible or cloudy diffused matter, such as mist, fumes, or smoke, suspended in the air.	**vocabulary**	1. All the words of a language. 2. The sum of words used by, understood by, or at the command of a particular person or group.

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LESSON PLANS

INSTRUCTIONS FOR CREATING YOUR OWN LESSON PLANS

The following pages show examples of various types of lesson plan outlines. A lesson plan should be used to help the instructor prepare for a class and to help keep the instructor on track during a class. There are different ways of developing your lesson plan. Good examples of lesson plans can be found in the International Fire Service Training Association's Fire Service Instructor text book; however, all lesson plans should contain the following points:;

1.) a topic and the objectives you wish to achieve; for example, a topic might be home fire escape plans, and an objective might be, at the end of the session the student will know E.D.I.T.H. and will be able to identify two ways out of their home
2.) the learning level or grade level of the students you plan to teach. It is important to note how much time you will have to teach, not forgetting the attention span of the group you will be teaching.
3.) a list of the material and resources you will need.
4.) major points or activities you wish to cover. It is here where the bulk of your teaching activity will take place. Set this area up so you can flow from one point to the next.
5.) evaluation or application step. It is here that you want to plan some type of activity to gauge if your students met the objectives you outlined.
6.) conclusion step. You should end your class with a review and/or activities that can be done at a later time. However you end your class, it should be with a positive thought and a thank you.

A well prepared lesson plan will allow an instructor to present a given topic of instruction; but remember, a lesson plan is a guide, it is not a document cast in stone. As an instructor, you must also prepare for the unexpected, especially when teaching young children. If a lot of questions and stories from the children cause you to run short of time and you haven't covered all your points, don't panic, just move to the end of your lesson plan and adjust accordingly. Conversely, if you have covered all your planned material and still have time to spare, be sure to have a back-up activity.

The Subcommittee is showing you the following plans as examples only. We feel that it is important to create your own plans based upon your specific teaching needs.

Included in this section are some sample outlines for developing your lesson plans.

THE FOLLOWING PAGES ARE FROM THE WINCHESTER FIRE DEPARTMENT'S EFFORTS TO IMPLEMENT A FIRE AND LIFE SAFETY CURRICULUM IN THE SCHOOLS WITHIN THEIR COMMUNITY.
THIS HAS BEEN ADDED TO THE GUIDEBOOK AS AN EXAMPLE FOR YOU TO FOLLOW IN YOUR EFFORTS TO TEACH FIRE AND LIFE SAFETY IN YOUR OWN SCHOOLS.
ALSO, AT THE END OF THIS APPENDIX ARE SOME LESSON PLAN OUTLINES

GOALS

The goals of this years program was to complete the necessary training, purchase the materials needed to deliver the program, and go into the schools and deliver the S.A.F.E. program. To date we have completed two of the three goals stated. The last step is to bring the program to the schools. It is our hope to establish the foundation of the S.A.F.E. program this year by introducing the instructors to the students and the teachers in grades K - 2

CONCLUSION

As S.A.F.E. Coordinator for the Winchester Fire Department I have made it a goal of mine to develop a sound program of Fire and Life Safety Education. I serve on the Massachusetts Public Fire and Safety Education Task Force's Subcommittee for Curriculum Planning. With the comments from our School Administration I can further help with the ongoing development of the Fire and Life Safety Curriculum.

The Winchester Fire Department's goals for next year include expanding the program to Level Two of the Learn Not to Burn Curriculum covering up to Grade 5 and increasing the sessions from two per class to eight with a graduation ceremony for Grades Two and Five.

As S.A.F.E. Coordinator for the Winchester Fire Department I look forward to a providing a successful program. With the help of the School Department and the Board of Health I know we will be able to accomplish this goal.

Lt. Rick Tustin
S.A.F.E. Coordinator

CURRICULUM

The Massachusetts Public Fire and Life Safety Education Task Force sub-committee for curriculum planning has identified essential and supplementary key fire safety behaviors to be taught by age group (see Appendix 1). The Winchester S.A.F.E. program has chosen the National Fire Protection Association's Learn Not to Burn Curriculum as the resource to deliver these key fire safety behaviors.

TIME FRAME

The proposed time for this year's program is two sessions per class Grades K-2, each session lasting twenty to thirty minutes. Since we are following the Learn Not To Burn Curriculum Grades K-2 fall into Level 1.

COURSE CONTENT

Grade One

Session One - Behaviors to be taught

1.) Stop Drop and Roll (review)
2.) Crawl Low Under Smoke (review)
3.) Practicing Match and Lighter Safety
4.) Performing Cool a Burn Procedure

Session Two - Behaviors to be taught

1.) Reporting Fire and Smoke Immediately
2.) Responding Correctly During Fire and Smoke Drills
3.) Identifying Exit Signs and Knowing Two Ways Out Of Public Places

Grade Two

Session One - Behaviors to be taught

1.) Stop Drop and Roll (review)
2.) Crawl Low Under Smoke (review)
3.) Practicing Match and Lighter Safety (review)
4.) Performing Cool a Burn Procedure (review)
5.) Reporting Fire and Smoke Immediately
6.) Responding Correctly During Fire and Smoke Drills (review)
7.) Identifying Exit Signs and Knowing Two Ways Out of Public Places

Session Two

1.) Installing and maintaining Smoke Detectors
2.) Participating in Home Hazard inspections
3.) Using a Home Escape Plan
4.) Knowledge Test

At the end of each session there will be handouts available for the teachers to give to the students to take home.

COURSE EVALUATION

At the end of each session there will be an course evaluation sheets for the Teachers to fill out. We request that the Teachers fill these out and return them to Fire Headquarters to the attention of Lt. Rick Tustin.

APPENDIX ONE

Key Fire safety Behaviors by Age Group
Essential and Supplementary

Kindergarten Ages 5-6

E	Recognize the Firefighter as a Community Helper
E	Understanding What is Fire?
E	Understanding and Practicing Match and Lighter Safety (Fire Tools)
E	Understanding and Practicing Stop Drop and Roll
E	Understanding and practicing First-Aid for Burns (Cool a Burn Procedure)
E	Understanding Smoke Detectors/Alarms
E	Understanding and Practicing Escape Plans
E	Understanding and practicing Crawl Low Under Smoke
E	Reporting Fire and other Emergencies
E	Identifying Exit Signs and Knowing Two Ways Out of Public Places
E	Responding Correctly to Fire and Emergency Drills
S	Understanding Fire Safety Words
S	Understanding and Practicing Cooking Safety
S	Understanding and Practicing Electrical Safety
S	Understanding and Performing Transportation Safety (Bus and Seat Belts)
S	Understanding and practicing Poison Prevention (include alcohol and drugs)
S	Celebrating Halloween Safely
S	Celebrating Winter Holidays Safely
S	Understanding Ice and Sledding Safety
S	Celebrating Birthdays Safely
S	Understanding Disabilities and Safety
S	Understanding Your Personal and Community Role in Safety

First and Second Grade Ages 6-8

E	Recognize the Firefighter as a Community Helper
E	Understanding Fire Safety Words
E	Understanding What is Fire?
E	Understanding and Practicing Match and Lighter Safety (Fire Tools)
E	Understanding and Practicing Stop Drop and Roll
E	Practicing Fire Safety Around Heating Sources
E	Understanding and Practicing First-Aid for Burns (Cool a Burn Procedure)
E	Understanding Smoke Detectors/Alarms (mention CO Detectors)
E	Understanding and Practicing Escape Plans
E	Understanding and Practicing Crawl Low Under Smoke
E	Identifying Exit Signs and Knowing Two Ways Out of Public Places
E	Responding Correctly to Fire and Emergency Drills
S	Participating in Home Hazard Inspections
S	Understanding and Practicing Cooking Safety
S	Understanding and Practicing Electrical Safety
S	Understanding and Performing Transportation Safety
S	Understanding and Practicing Poison Prevention
S	Understanding Cultural Fire Safety Issues
S	Celebrating Birthdays Safely
S	Celebrating Halloween Safely
S	Celebrating Winter Holidays Safely
S	Understanding Ice and Sledding Safety
S	Understanding Swimming Safety
S	Understanding Camping Safety
S	Understanding and Surviving Severe Storms
S	Understanding Disabilities and Safety
S	Understanding Your Personal and Community Role in Safety

Suggested Lesson Plan
Kindergarten
lesson 1

TOPIC - S.A.F.E. Firefighter as community helper, Stop Drop and Roll, Crawl Low Under Smoke

OVERVIEW - To introduce the S.A.F.E. program, the firefighter as a helper and to perform Stop Drop and Roll and Crawl Low Under Smoke.

TIME FRAME - 20-30 minutes

LEVEL of INSTRUCTION - Basic Kindergarten

BEHAVIORAL OBJECTIVES - At conclusion of session student will recognize that the Firefighter is a helper and the student will also be able to perform the Stop Drop and Roll procedure and Crawl Low Under Smoke.

INSTRUCTIONAL MATERIAL - Resource book 1, Behaviors 1,2,5
Activities 1,2,3,4,5

REFERENCES - LNTB Curriculum Level One

PREPARATION -
1.) Introduce self
2.) Explain importance of learning fire safety 2 minutes

PRESENTATION -
1.) Show film LNTB Dick Van Dyke 10-13 minutes
2.) Behavior 5 Firefighter as a community helper
    a.) Dress in turnout gear, stress do not hide
    b.) Firefighter are also fire safety educators
    Refer to resource book for detail 5 minutes
3.) Behavior 1 Stop Drop and Roll
    a.) Demonstrate behavior
    b.) Stress importance of covering face when rolling
    Refer to resource book for detail 2 minutes
4.) Behavior 2 Crawl Low Under Smoke
    a.) Explain procedure
    b.) Stress do not hide
    c.) Fell door before opening
    Refer to resource book for detail 2 minutes

APPLICATION -
1.) Have students perform Activity 3
2.) have students perform Activity 6 5 minutes

SUMMARY - Review Stop Drop and Roll, and Crawl Low Under Smoke

ASSIGNMENT - Send home Introduction letter to Parents, Home Escape Letter, Activities 1,2,4,and 5

Suggested Lesson Plan
Kindergarten
Session Two

TOPIC - Practice Match and Lighter Safety, Performing Cool a Burn Procedure

OVERVIEW - Match and lighters are tools used by grown ups, they are not toys. If a minor burn is sustained know cool a burn procedure.

TIME FRAME - 20 minutes

LEVEL of INSTRUCTION - Basic Kindergarten

BEHAVIORAL OBJECTIVES - At conclusion of session student will be able to explain what to do if they find matches or lighters, also the student will be able to tell how to cool a minor burn.

INSTRUCTIONAL MATERIAL - Resource book 1, Behaviors 3,4
Activities 7,8,9,10,11,12

REFERENCES - LNTB Curriculum Level One

PREPARATION -
1.) Introduce self
2.) Explain importance of not playing with items that can cause burns ie matches, lighters, etc. 2 minutes

PRESENTATION -
1.) Behavior 3 Matches and lighter safety 6 minutes
    a.) matches, lighters are tools not toys
    b.) if children find matches or lighters they should tell a grown up.
    c.) illustrate activity 7,9 or tool box
    Refer to resource book for details
2.) Behavior 4 Performing cool a burn procedure
    a.) Point out things that can get hot and cause burns, matches, lighters, irons, ovens, heaters etc.
    b.) immediate treatment of burns is important, cool a burn 10 to 15 minutes
    c.) bath water should be checked first, can cause burns
    d.) do activity 12 with students
    Refer to resource book for detail 6 minutes

APPLICATION -
1.) Have students explain match and lighter safety
2.) have students explain cool a burn 4 minutes

SUMMARY - Review matches and lighter safety and cool a burn procedure

ASSIGNMENT - Send home Smoke Detector letter, Babysitter Letter, Activities 7 through 11

BEST COPY AVAILABLE

Suggested Lesson Plan
First Grade
Session One

TOPIC - Stop Drop and Roll,Crawl Low Under Smoke, Match and Lighter Safety, Cool a Burn Procedure

OVERVIEW - Introduce S.A.F.E. program by reviewing Stop Drop and Roll, Crawl low under smoke and to learn match and lighter safety and cool a burn procedure
TIME FRAME - 25-30 minutes

LEVEL of INSTRUCTION - Basic First Grade

BEHAVIORAL OBJECTIVES - At conclusion of session student will be able to explain stop drop and roll, crawl low under smoke and students will have an understanding of match and lighter safety and cool a burn procedure

INSTRUCTIONAL MATERIAL - Resource book 2, Behaviors 1,2,3,4 Activities 1,2,3,4

REFERENCES - LNTB Curriculum Level One

PREPARATION - 1.) Introduce self
2.) Explain S.A.F.E. and importance of fire safety
2 minutes

PRESENTATION - 1.) Review Behaviors 1 Stop Drop and Roll and Behavior 2 Crawl low under smoke 6 minutes
Refer to resource book for details
2.) Behavior 3 Practice match and lighter safety
  a.) matches and lighters are tools not toys
  b.) tell a grown up when finding matches or lighters
  c.) use visual props 6 minutes
3.) Behavior 4 Performing cool a burn procedure
  a.) Point out things that can get hot and cause burns, matches, lighters, irons, ovens, heaters etc.
  b.) immediate treatment of burns is important, cool a burn 10 to 15 minutes
  c.) bath water should be checked first, can cause burns
  d.) use flip charts for illustration
Refer to resource book for detail 6 minutes

APPLICATION - 1.) Have students explain match and lighter safety
2.) have students explain cool a burn 4 minutes

SUMMARY - Review matches and lighter safety and cool a burn procedure

ASSIGNMENT - Send home Introduction letter, Babysitter letter, Activities 1 through 4

Suggested Lesson Plan

First Grade

Session Two

TOPIC - Reporting fire and smoke immediately, Responding correctly during fire drills, Identifying exit signs and knowing two ways out of public places.

OVERVIEW - to learn the proper procedure for notifying fire department, to learn how to respond correctly during fire drills, and to learn how to identify two exits out of buildings. TIME FRAME - 25-30 minutes

LEVEL of INSTRUCTION - Basic First Grade

BEHAVIORAL OBJECTIVES - at conclusion of this session student will know their name address or location and phone number, the student will know how to notify the fire department for emergencies, the student will be able to state the classroom rules for a fire drill, the student will be able to identify an exit sign

INSTRUCTIONAL MATERIAL - Resource book 2, Behaviors 5,6,7
Activities 5,6,7,8,9,10

REFERENCES - LNTB Curriculum Level One

PREPARATION - 1.) Introduce self
2.) Explain it is important to know how to respond in an emergency 2 minutes

PRESENTATION - 1.) Behavior 5 Reporting fire and smoke immediately
    a.) important to know how to report an emergency
    Refer to resource book for details 5 minutes
2.) Behavior 6 Responding correctly during fire drills
    a.) discuss classroom fire drill plan
    b.) stress stop listen and go principal
    c.) discuss what to do in other areas of school
    d.) use activity 7 for illustration
    Refer to resource book for details 5 minutes
3.) Behavior 7 Identifying exits signs and knowing two ways out of buildings other than your home
    a.) Stress importance of knowing two ways out of buildings
    b.) look for exit signs in buildings
    c.) if there is smoke blocking first exit use second exit
    d.) use activity 9 for illustration
    Refer to resource book for detail 5 minutes

APPLICATION - 1.) Have students explain stop listen and go
2.) have students explain what to do if first exit is blocked 2 minutes

SUMMARY - Review calling fire department, fire drills and knowing exit signs

ASSIGNMENT - Send home Home Escape activity letter, Smoke detector letter Activities 6 through 10

Suggested Lesson Plan
Second Grade
Session One

TOPIC - Stop Drop and Roll,Crawl Low Under Smoke, Match and Lighter Safety, Cool a Burn Procedure, Reporting fire and smoke immediately

OVERVIEW - Introduce S.A.F.E. program by reviewing Stop Drop and Roll, Crawl low under smoke and to learn match and lighter safety and cool a burn procedure, and how to report an emergency TIME FRAME - 25-30 minutes

LEVEL of INSTRUCTION - Basic Second Grade

BEHAVIORAL OBJECTIVES - At conclusion of session student will be able to explain stop drop and roll, crawl low under smoke and students will have an understanding of match and lighter safety and cool a burn procedure and how to notify the fire department

INSTRUCTIONAL MATERIAL:Resource book 3, Behaviors 1,2,3,4,5 Activities 1,2,3,4,5

REFERENCES - LNTB Curriculum Level One

PREPARATION -
1.) Introduce self
2.) Explain S.A.F.E. and importance of fire safety
2 minutes

PRESENTATION -
1.) Review Behaviors 1 Stop Drop and Roll and Behavior 2 Crawl low under smoke 1 minutes
Refer to resource book for details
2.) Behavior 3 Practice match and lighter safety
    a.) matches and lighters are tools not toys
    b.) tell a grown up when finding matches or lighters
    c.) use visual props
    Refer to resource book for details 4 minutes
3.) Behavior 4 Performing cool a burn procedure
    a.) Point out things that can get hot and cause burns, matches, lighters, irons, ovens, heaters etc.
    b.) immediate treatment of burns is important, cool a burn 10 to 15 minutes
    c.) bath water should be checked first, can cause burns
    d.) use flip charts for illustration
    Refer to resource book for detail 4 minutes
4.) Behavior 5 Reporting Fire and smoke immediately
    a.) important to know how to report an emergency
    b.) explain 911 system
    Refer to resource book for details 4 minutes

APPLICATION -
1.) Have students explain match and lighter safety
2.) have students explain cool a burn
3.) Have students explain how to call 911

SUMMARY - Review matches and lighter safety and cool a burn procedure and how to call 911

ASSIGNMENT -Send home Introduction letter, Babysitter letter,Activities 1 thru 5.

Suggested Lesson Plan
Second Grade
Session Two

TOPIC - Responding correctly during fire drills, Identifying exit signs and knowing two ways out of public places, Installing smoke detectors,home hazard inspection, using a home escape plan.

OVERVIEW - to learn how to respond correctly during fire drills, and to learn how to identify two exits out of buildings, to learn the importance of smoke detectors, searching for home hazards, and using a home escape plan TIME FRAME - 25-30 minutes

LEVEL of INSTRUCTION - Basic Second Grade

BEHAVIORAL OBJECTIVES - the student will be able to state the classroom rules for a fire drill, the student will be able to identify an exit signs, the student will know the importance of smoke detectors, participating in home hazard inspections and using a home escape plan

INSTRUCTIONAL MATERIAL - Resource book 2, Behaviors 6,7,8,9,10
Activities 6,7,8,9,10,11,12,13

REFERENCES - LNTB Curriculum Level One

PREPARATION -
1.) Introduce self
2.) Explain it is important to know how to respond in an emergency
2 minutes

PRESENTATION -
1.) Behavior 6 Responding correctly during fire drills
    a.) discuss classroom fire drill plan
    b.) stress stop listen and go principal
    c.) discuss what to do in other areas of school
    d.) use activity 7 for illustration
    Refer to resource book for details 5 minutes

2.) Behavior 7 Identifying exits signs and knowing two ways out of buildings other than your home
    a.) Stress importance of knowing two ways out of buildings
    b.) look for exit signs in buildings
    c.) if there is smoke blocking first exit use second exit
    d.) use activity 9 for illustration Refer to resource book for detail 5 minutes

3.) Behavior 8 Installing and maintaining smoke detectors
    a.)every home needs a smoke detector
    b.)one on every level of home
    c.)test detector monthly and replace batteries when changing clock

3.) continued

d.)use activity 8 for illustration Refer to resource book for details

4.) Behavior 9 Participating in home hazards inspections
  a.) keep exits clear
  b.) look for electrical hazards
  c.) kitchen fire safety
  d.) heating safety
  Refer to resource book for details

5.) Behavior 10 Using a home escape plan
  a.) know two ways out of house
  b.) have meeting place outside
  c.) once everyone is out stay out
  d.) before opening doors feel with back of hand
  e.) if have to stay in room block cracks in doors with sheets and then stay at window waving a sheet or towel from window
  Refer to resource book for details

APPLICATION - 1.) Have students explain stop listen and go
2.) have students explain what to do if first exit is blocked
3.) Have students point out home hazards

SUMMARY - Review fire drills and knowing exit signs, installing smoke detectors, home hazards, and home escape plans

ASSIGNMENT - Send home Home Escape activity letter, Smoke detector letter Activities 6 through 13

LESSON OUTLINE #1

1. **OBJECTIVES:**
   - A. What do you expect the children to learn?
   - B. What are your reasons for presenting this lesson?

2. **MATERIALS:**
   - A. Visuals
   - B. Written materials, text, etc.
   - C. Audio-visual
   - D. Paper, markers, tape, etc.

3. **SETTING:**
   - A. Where will the lesson be taught?
   - B. How will the children be grouped?
   - C. Where will you stand or sit?
   - D. Do you have adequate space for the activity?

4. **TIMING:**
   - A. How long do you have for the lesson?
   - B. How much time do you need for each segment of the lesson?

5. **PROCEDURE:**
   - A. How will you present the lesson?
   - B. What will be the order of your presentation?

6. **SPECIAL FOCUS:**
   - A. Do you have any special situations to contend with during your presentation? (Ex.) The children will be leaving on a field trip that afternoon.)
   - B. Do you have any particular children with special needs - (Ex.) Hearing impairment) - or special situations - (Ex.) A child who had experienced a house fire in the past) present in the class?
   - C. Do you have any particular teaching technique to focus on? (Ex.) Positive reinforcement?) The use of movement activities?
   - D. Do you have any habit to focus on? (Ex.) Using the term, "O.K." too much?)

7. **EVALUATION:**
   - A. How are you going to assess the student learning? (Ex.) Use of rubrics to measure competency.)
   - B. How are you going to measure your level of competency?

8. **EXTENSION ACTIVITIES:**
   - A. Have an activity to fall back on if class ends early.
   - B. Have an activity for students that finish a group activity faster than other students in the class.
   - C. What suggested lessons can you leave with the classroom teacher that will extend your presentation and reinforce student learning?

LESSON OUTLINE #2

1. THEME:

2. LEVEL:

3. LEARNING OBJECTIVES:

4. MATERIALS:

5. INTRODUCTION:

6. ACTIVITY:

7. CULMINATING ACTIVITY:

8. EVALUATION:

9. EXTENSION ACTIVITY:

LESSON OUTLINE #3

1. GRADE LEVEL:

2. RATIONALE:

3. OBJECTIVE:

4. ACTIVITIES:

5. EXTENSION ACTIVITIES:

6. OUTCOME SUMMARY:

LESSON OUTLINE #4

1. OBJECTIVES:

2. TOPIC QUESTIONS:

3. EXPLORATION:

4. FOCUS:

5. MATERIALS:

6. ACTIVITIES:

7. EVALUATION:

8. FURTHER APPLICATION

LESSON OUTLINE #5

1. DEFINITION:

2. PURPOSE:

3. OBJECTIVES:

4. LEVEL:

5. MATERIALS:

5a. VOCABULARY:

6. WARM-UP ACTIVITY:

7. ACTIVITIES:

8. CULMINATING ACTIVITY:

9. ADAPTATIONS:

10: EVALUATION:

LESSON OUTLINE #6

1. DEFINITION:

2. PURPOSE:

3: OBJECTIVES:

4. LEVEL:

5. MATERIALS:

6. WARM-UP ACTIVITY:

7. ACTIVITIES:

8. CULMINATING ACTIVITY:

9. ADAPTATIONS:

10: EVALUATION:

THE FOLLOWING SAMPLE LESSON PLANS WERE PROVIDED BY THE BERKLEY FIRE DEPT.

FOR REVIEW IN CREATING YOUR OWN PLANS

Fire Safety
5th Grade

Instructional Materials: NFPA Learn Not to Burn Curriculum #2, Kids Fire News Instructors Guide, Massachusetts Curriculum Guide Book (draft), VCR Tapes: Kids Fire News, Prime Time Live Video on Actual Fire & "Backdraft", Handouts on Smoke Detectors, Fire Triangle and Escape Plans

Preparation: Explain why its important to know about Fire. Explain the Importance of working Smoke Detectors. Explain why its important to have an escape plan and meeting place. Explain why it is important to check your home for hidden hazards.

Objectives: The students will be able to explain what fire is and how the Fire Triangle comes into play in the prevention and extinguishment of fires.The Student will be able to explain the importance of having working Smoke Detectors and checking them regularly. The Student will be able to explain the importance checking their home for hazards that could harm them or their family members.

Presentation: **DAY ONE**

Introduction - Introduce firefighters and give quick synopsis of program.
Ask what is fire? Byproduct of combustion.
What is combustion? Self sustaining process of rapid oxidation of a fuel which produces heat light and smoke
Explain differences in rapid oxidation & slow oxidation (fire vs. rust)
Explain fire triangle and the importance of each aspect of triangle in relation to extinguishment of a fire and prevention of a fire
Give handout on fire triangle
Explain that smoke is by product of fire. Usually missing in any Hollywood production. This gives public false sense of what happens in a fire.
Show excerpt of movie "Backdraft"
What is missing? SMOKE
Explain what fire is really like.
Show video "Prime Time" from 2-15-95 which burns actual building .
Talk about differences between 2 videos
Explain importance of Smoke Detectors
Test smoke detectors monthly - change batteries when you change clock - Be aware of dust, pollen & spiders
Handout homework on Testing Smoke Detectors

DAY TWO

Talk about homework. Find out how many found smoke detectors not working
Reemphasize importance of working smoke detectors
Introduce Escape Plans and their importance
Tie escape plans into School Fire Drills
Emphasize the importance of meeting place (especially in front of house so firefighters find family right away)
Emphasize what happens if no meeting place - Mom & Dad may reenter house looking for child - Only firefighters should enter - proper training & equipment. Mention what to do for pets

Explain what to do if trapped in 2nd floor room - close door, blanket across bottom of door, open window, put sheet or blanket out window as a sign. -STAY BY WINDOW
Show NFPA Video - Kids Fire Network
Hand out home work on Escape Plans - Explain Homework should be done with parents & siblings so that everyone knows how to get out

DAY 3

Go in early to BOOBY TRAP 1 Classroom with Hazards ie: Smoke Detector w/ no battery, multiple plugs, dangling cord, medications, cleaners etc. all in easy reach, cord under rug, gasoline can in room, empty propane bottle in room, matches, cigarettes, accumulation of papers, faulty fire extinguisher, blocked exit, etc.

Go over homework.

Introduce hazards search - students are investigative reporters - have them investigate for hazards in classroom. Stress the importance of them checking hazards at home. Allot approximately 15 minutes for search and 15 minutes to discuss what they found and why they are hazards.

THE END